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ABSTRACT

The abstracts published in this volume are of research projects conducted between 1975 and 1980 by graduate students fulfilling requirements for the degree of Master of Science in Education at Dayton University (Ohio). Over half of these projects were conducted in elementary schools and, of these, the majority deal with reading instruction. Other fields covered by the 165 abstracts include: mathematics; art; physical education; religion; social studies; business; health and safety; history; languages; special education; guidance and counseling; administration and supervision; and higher education. Each abstract is presented in the same format: author, date of the report, pagination, name of faculty adviser, statement of the research problem, title, research procedure, findings/conclusions, and in some cases, recommendations. (JD)

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ABSTRACTS
OF
RESEARCH PROJECTS

Submitted to the Graduate Committee of the School of Education,
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Science in Education

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FOREWARD

Graduate students in Schools of Education are increasingly avoiding research options. The abstracted works which appear in this volume are heartening for several reasons. Inquiry and scholarship are necessary if education is to become a respected profession. Building a knowledge base for teaching and related activities affecting learning is indispensable to the function of professionals in education. Perhaps the golden moment in mental life is the creation of an hypothesis during quiet, reflective periods. At no time is the autonomy of inquiry so great as during these periods. These abstracts represent golden moments unique to their authors.

Ellis A. Joseph, Dean
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ABSTRACTS OF RESEARCH PROJECTS

Adams, Sister Regina, O.S.B.M., M.S. in Ed., April, 1978

GUIDING GRADE SIX STUDENTS TO APPRECIATE THE VALUE OF THEIR RUTHENIAN HERITAGE (84 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The Pittsburgh Catholic School System believes that the purpose of the school is to enrich the education of all students who attend. As a member of this school system, the writer believes strongly that cultural awareness is important to the total growth of the students. Thus, the writer undertook the task of finding materials to use in the classroom to increase the pupils' appreciation for their cultural, ethnic and religious heritage. The project set out to make sure that the study of another culture need not minimize a person's view of his own country.

PROCEDURE. Of the twenty-four students in the writer's classroom, twenty-three were of Slavic Origin. The pastor and members of school neighborhood, all claimed to be second and third generation Americans originally from Carpatho-Ruthenia and were not well-acquainted with their heritage. The topic for this project then focused on the Ruthenian heritage or that of the Rusin People.

The study involved the following steps: 1. Collection of Information; 2. Identification of Resources; 3. Search for Applicable Literature; 4. Application in the Classroom by Class Projects, Speakers, Field Trips, Films, Research, Aesthetics, Foods and Costumes; 5. Feedback of Pupil Reaction and Analysis of Pupil Work; and 6. Summary of Experiences, Perceptions, Conclusions and Recommendations.

CONCLUSIONS. The Ruthenian people have undergone much hardship - beginning with suppression on the part of other countries, economic crises, change governments, and religious harassment because of westerners not understanding the differences between Uniate Catholics and Orthadoxy. The Rusins, however, have not given up. They still value the importance of their ethnic culture in an American Democracy.

Upon evaluation, the writer feels several values and attitudes were acquired by the students as a result of the project. The students exhibited appreciation of other people, consideration of rights of others, cooperation in working together, responsibility for carrying through assignments, creative understanding of Ruthenian Life, and generosity and willingness to share with others. Cultural awareness is an important part of the writer's life. Through this project, the writer has imparted some of this to her students.

Adams, Sarah Askew, M.S. in Ed., July, 1978

USING THE READING MISCUE INVENTORY TO TAKE A CLOSER LOOK AT THE READING STRATEGIES OF FOUR PRIMARY STUDENTS (74 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. Children could achieve more comprehension if they have a reading program which builds on their meaningful, natural language.

Such a program can be developed from the use of specific strategy lessons designed to get readers to use more effective reading strategies.

The purpose of the project was to develop instructional strategies and techniques that could be interpreted, analyzed and evaluated as to their effectiveness or ineffectiveness in improving comprehension of readers as determined by the results of the Comprehension Pattern and the Retelling Scores obtained from the pre and post results of the reader's self-concept and reading attitude appraisal after the strategy lessons.

PROCEDURE. An action approach to the problem was used with the basic research for this study accomplished through a search of the related literature in the areas of comprehension, psycholinguistics and Miscue Analysis.

A series of pre and post-tests were given to appraise the self-concept, reading attitude and to obtain a Comprehension Pattern and Retelling Score.

In addition, strategy lessons were used with four primary students who were identified as users of ineffective strategies in processing written language. Strategy lessons used included: Key Questions, Language Experience Activities, Read Aloud, Assisted Reading, Directed Reading-Thinking Activities, Vocabulary and Concept Development, Cloze and Modified Cloze Procedures and Free Reading Time.

FINDINGS. The Reading Miscue Inventory proved to be a valuable diagnostic instrument for looking at reading strategies. Three of the students showed gains on the Comprehension Pattern and the Retelling Score. One student did not show gains in the Comprehension Pattern, but showed gains in the Retelling Score. This student was the oldest student and he showed a strong reliance on work attack techniques.

All of the students had a "healthy" self-concept on the pre-test and showed improvement on the post-test. The reading attitude showed an average of stanine 5 on the pre-test. On the post-test the results improved to an average of stanine 6.

CONCLUSIONS AND RECOMMENDATIONS. The users of effective reading strategies gain maximum information from the written passage with minimal use of the three cueing systems: grammatical structure, the relationship between sound and graphic symbols and the semantic systems.

The Reading Miscue Inventory is recommended as a diagnostic instrument for the beginning of the school year.

More in-service training should be provided since research is finding that miscue analysis provides the reading teacher with many new insights into the reading process.

Stories for taping and analysis should be developed from a variety of basal series.

Anderson, Norma Wolcott, M.S. in Ed., June, 1977

A DESCRIPTIVE STUDY TO DEVELOP STRATEGY LESSONS TO USE WITH THIRD GRADE STUDENTS IN TEACHING READING (87 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Reading is comprehending the language of the author and from this communication between the author of the Reading Text and the pupil as a Reader, new levels of understanding and thinking result.

The concern in this study was to write strategy lessons for those children who had been limited in their use of reading strategies to a mechanistic approach of word-calling and, as a consequence, gained little comprehension from what they were reading.

PROCEDURE. Research in the reading process has led researchers to advise that instead of relying on a specific instructional method, teachers need to make use of the language of the learner. Children come to school as proficient language users. Making use of their natural language in reading situations makes reading a continuation of the language learning process. The reader needs to make use of semantic, syntactic and graphophonic information in reading. It is in making use of all three cueing systems that development in comprehension is accomplished.

This descriptive study was conducted in a third grade classroom in the Vandalia - Butler City School System. Three boys and one girl were involved in the study conducted over a twelve week period. The Reading Miscue Inventory, developed by Goodman and Burke, was used as the tool to identify the specific strengths and weaknesses of each child and this information was used to develop teaching strategies for improvement in comprehension. Records of the lessons were kept in a journal and used to complete the review of the study at the close of the twelve week period.

FINDINGS. At the beginning of the study, each student had more than a sixty per cent loss in comprehension due to the strong reliance on the graphophonic cueing system. In this study strategy lessons were written in natural language context and in the child's interest area. In this manner it was possible to develop their use of the semantic cueing system. Because of this, the loss of comprehension in reading for the four children was reduced by an average of twenty-eight per cent by the end of the study.

CONCLUSIONS AND RECOMMENDATIONS. The Reading Miscue Inventory is a valuable tool to use for those involved in reading instruction. It gives a qualitative, as well as quantitative, analysis of a child's reading. It is the writer's opinion that no other tool gives as much information about what is happening when the child reads as does the Reading Miscue Inventory.

The writer recommends that training and experience using Miscue Analysis be provided to all classroom teachers, so that they can be more aware of what the child is trying to do as he reads. In situations where funds limit retraining, a second recommendation is that teachers involved in remedial reading be provided training in Miscue Analysis. The reading specialist could then provide the training for classroom teachers by conducting a clinic in Miscue Analysis.

Arthur, Joyce Stacey, M.S. in Ed., July, 1977

THE EFFECT OF A SKILL LEARNING CENTER UPON CHILDREN OF VARYING ABILITIES IN THE FIRST GRADE (67 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. In recent years the idea of learning centers has become a well-known approach to enhance the probability of meeting the needs of most students. Researchers have conducted many surveys on the use of learning centers but they have neglected to list the advantages and disadvantages of learning centers have played upon all levels of children in the classroom.

The purpose of this study was to describe the advantages and disadvantages of reinforcing phonics through a skill learning center in a classroom situation which involved children with varying abilities. This study was to solve two questions: Do all levels of classroom children benefit from the use of learning centers? Are all children able to work at the centers on an independent level with little teacher help?

PROCEDURE. The type of research used was in the form of action research. The study involved six children of varying abilities from a first grade classroom and their involvement with a learning center. The study was conducted over a three month time-span.

A vowel learning center with a Mi Pac as a format was used as a supplement to the reading and phonics program.

FINDINGS. The daily written observations gave evidence to the fact that the average and above average students were able to work at the center with very little difficulty. These students needed little assistance and could work individually or in groups. The observations also pointed out the fact that the low achievers needed more assistance and had difficulty in following directions.

The results of the tests proved that all levels of children had benefited from the use of the center. The improvements made were not that rewarding for all the time and effort spent in preparation of the center.

There were advantages and disadvantages in using the skill center in this project. The advantages were: 1) the students enjoyed the freedom to choose, 2) the center allowed for individualism, 3) the students enjoyed working with others, and 4) there was a closer relationship between the teacher and the student.

The disadvantages seemed to outweigh the advantages. The disadvantages were: 1) the preparation of a center is time-consuming, 2) much time is spend in writing daily observations, 3) low achievers work at a slower rate and need more assistance from the teacher, 4) the adjustment to the center can become quite strenuous, 5) some children have difficulty in following directions and working on their own, 6) the mi pacs were too difficult for some and 7) some children had difficulty in self-checking their work.

CONCLUSIONS AND RECOMMENDATIONS. Learning centers are very beneficial and exciting for some students. However, the first grade low achiever needs more than a learning center situation can provide. The learning center seems to be best suited for the average and above average child or used solely for a reinforcement type situation during free time.

The use of aides with the learning center would be highly recommended. In this way, the teacher would have more time to spend on conferences, record-keeping, or individualization.

Barnes, Dolores T., M.S. in Ed., July, 1979

TYPING AS A TOOL TO AID IN SPELLING IMPROVEMENT FOR UNDERACHIEVERS (37 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Incorrect spelling is heavily penalized in our society. The writer's goal as a junior high school remedial teacher is to help problem learners achieve grade level. Research evidence indicates that spelling can be taught using the typewriter. The purpose of this experimental study is to:

(1) teach typewriting to a group of seventh grade students;
(2) set up a structured spelling program; and
(3) determine through testing, report cards, consultation with classroom teachers, teacher observations and the pupils' opinions that the ability to type improves
    (a) spelling
    (b) class subject grades
    (c) work habits and attitude
    (d) self-worth and self-esteem
    (e) reading

PROCEDURE. Seven seventh graders with learning problems were chosen to learn to type and to follow a specific spelling program in a junior high learning center three periods each week. Typing mechanics were taught in a sound proof room at the rear of the learning center complex. At least two periods (48 minutes each) were given in individual instruction for each pupil during a school week. After the students learned the basic skill, they typed spelling assignments, sentences and compositions for English class, and remedial exercises.

Students were administered the Peabody Individual Achievement Test for Spelling, the Wide Range Achievement Test for Spelling and the Woodcock Reading Mastery Test A in September, 1978 and again in May, 1979. Results were compared to determine growth in spelling. Evaluation of the project was also based on: (1) report card grades, (2) student opinions, (3) teacher and parent conferences, (4) instructor observations, and (5) input by classroom teachers, the psychologist and the counselor.

FINDINGS. The Wide Range Achievement Test for Spelling scores showed an average growth of two years in spelling during the experimental period. On the Woodcock Reading Mastery Test A, the growth averaged two and one half years. June report cards showed every student passed English and averaged a letter grade of growth in Grammar and Literature. Parents, classroom teachers and administration were interested, supportive and complimentary. There was positive feedback from the involved students.

CONCLUSION. The writer found there was no one "correct" way to help improve the students' spelling. The students were all at different grade levels and what worked for one might not be an effective method for another.

From the beginning of the project, the students were able to see results. However, slow it might have been, they knew they were progressing. This study proved that children will learn to spell more successfully if they:

1. are interested in and curious about language. Some discussions and background information caught their attention.
2. use written language that is meaningful and memorable to them.
3. use it frequently and for many purposes. By practicing their typing they were putting in more time than ever before with words.

Bauer, Dorothy Napora, M.S. in Ed., April, 1979

IMPROVING ORAL LANGUAGE SKILLS THROUGH THE LANGUAGE EXPERIENCE APPROACH TO READING (67 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. For years, some children have been taught to read using inadequate reading materials and as a result, they have been deficient in oral language skills, comprehension skills, and knowledge of basic sight vocabulary. Research reveals that learning to communicate involves learning to listen, to speak, to read, and to write, in that order. The language experience approach to reading is communication-centered and is founded on the oral language facility of children. The purpose of this study was to improve the oral language skills of children through the language experience approach to reading.

PROCEDURE. The writer conducted an action research project. It describes various language experience and oral language activities for building a program to improve oral language skills in first grade children. Eight first grade students at Shawnee School in Xenia, Ohio participated in the study. They were involved for one hour each day in language experience reading and a wide variety of listening and speaking activities, such as telling and listening to stories, choral reading, using puppets, singing songs, reciting poetry, dictating stories, etc.

FINDINGS. The results of the Stanford Early School Achievement Test Level II showed that six of the eight students improved in recognition of letters and sounds. Seven of them improved in aural-comprehension. All of the students made significant improvement in word reading. Two of the students improved in sentence reading. The language samples taken at the end of the study showed that the children had improved in their use of noun phrases, conjunctions, and pronouns. Some students continued to have problems with noun-verb agreement and verb tense.

CONCLUSIONS AND RECOMMENDATIONS. The language experience approach to reading was successful in improving oral language skills in first grade children. The language experience approach built the children's reading vocabulary, established effective means of word attack, developed comprehension ability, promoted a favorable attitude toward and interest in reading and helped the children associate meaning with print as they read their personally created reading materials. It also had a positive effect on the children's self-concept.

The writer recommends that these kinds of language experience and oral language activities be used with more children of varied abilities. In addition, if the Stanford Early School Achievement Test is used for pre- and post-testing of first graders, Level I would be more suitable.

Beckett, Donna Elliott, M.S. in Ed., July, 1978

A WORKSHOP TRAINING PROGRAM IN READING READINESS FOR PARENTS OF THE KINDERGARTEN CHILD (65 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. Current literature points to a need for the school to help parents foster better parenting skills for the benefit of the child. The purpose of this project was to develop, implement and evaluate a workshop training program to educate parents on how to work more effectively with their children on reading readiness skills.

PROCEDURE. This voluntary program was conducted at Wayne Local Elementary School, Waynesville, Ohio and was open to all parents whose kindergarten children were currently enrolled in sessions used in the project.

Tests were administered to all kindergarten children in the Fall of

1977 to ascentain each individual child's level of pre-academic skills.

Two workshops, held in February and May, 1978, were devoted to active parent participation. Peotone's "Early Prevention of School Failure Skill Checklist" served as the basic components of these workshops. For the purpose of this study, the fine motor and visual skills were emphasized.

The workshops were geared to the development and presentation of games and activities to teach reading readiness skills. Each parent was provided materials and direction to construct four to seven games or activities geared to the appropriate level and needs of their child. Parents were instructed to spend from ten to fifteen minutes a day on these activities with their child. Parents were also encouraged to check their children weekly on mastery of skills. When a skill was mastered, the parents entered the date on the checklist and proceeded to the next skill entry.

The effectiveness of the parent workshop training sessions was measured through an objective questionnaire consisting of eleven questions with effectiveness being measured by the parents' attitudes towards the program.

FINDINGS. The limitations of this study were those associated with action research. The study was situational and results cannot be generalized to a larger population.

A total of twenty-four parents participated in the two workshops with 91% rating the value of the workshops as very good. The results of the questionnaire showed that indeed the workshops were beneficial. Many benefits evolved through this program for parents, students and teachers alike. The consensus of the group was that workshops of this kind should be presented three or four times a year.

It is the finding of this project that there is an immediate need in this school system for a planned program of educating parents on methods of working with their children more effectively.

CONCLUSIONS AND RECOMMENDATIONS. Findings from this project show that workshops are a valuable connection linking the home and the school. The advantages of the workshops far outweighed the disadvantages. These workshops provided an opportunity for the school to become actively involved in improving the child's home learning environment by mapping out readiness skills and sharing with parents games and activities to teach these skills.

The researcher cites several recommendations for future studies:

1. Before implementing this type of workshop program for parents, the teacher should research and develop an ample supply of handy games and activities for all skill levels taught.
2. Workshops of this kind should be instituted in the primary grades as well as the kindergarten.
3. Workshops of a more general nature in the rearing of children from birth to school age should be instituted in the school system under study.
4. More research must be done on the influence of the school on the home learning environment.

Belcher, Eloise V. M.S. in Ed., December, 1975

IMPROVING SELF-CONCEPT THROUGH THE LANGUAGE EXPERIENCE APPROACH TO READING (69 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Increasing evidence attests to the fact that children could achieve more in reading and have a better self-concept if they could find joy in learning. Schools have been criticized by many segments of society as being depersonalized, uninterested in children's individuality, and removed from the reality of the child's environment. Every child, regardless of home environment and/or psychological problems, has a right to learn to read. A number of research studies have pointed out that the Language Experience Approach to reading, because of the freedom involved, can improve self-concept. The purpose of this study is to explore and study the effects of the Language Experience Approach to reading and to facilitate the development of self-concept.

PROCEDURE. This is an action research project, descriptive in nature. The writer conducted this study of self-concept in reading and language experience using first and second grade children at Saville School in Mad River Township, Dayton, Ohio. Twenty-three children of high average to low average achievement participated in the project. Pre- and Post-tests were conducted using the Primary Self-Concept Inventory and the Stanford Early School Achievement Test. Six language arts students and one student teacher from the University of Dayton assisted the writer throughout the project. The Language Experience Approach in reading was emphasized as the ultimate source in improving self-concept in reading. Basal readers and trade books were used throughout the year only as a supplement to: (1) Develop oral reading, (2) Develop comprehension, and (3) Give the children a varied reading diet.

FINDINGS. The Post-test results of the Primary Self-Concept Inventory indicate that children of low average achievement show more improvement (mean gain of +7.8 in total scores) than the high average children (mean gain of +1) in a measure of self-concept. No student regressed; however, three students remained the same.

The results of the Stanford Early School Achievement Test (level I, form A) showed improvement for fourteen children in the areas of environment, word reading and sentence reading. The results of the Stanford Early School Achievement Test (level II, form B) also showed improvement for all five children in all areas.

CONCLUSIONS AND RECOMMENDATIONS. The language experience approach in reading was successful in raising self-concept in the group of children. However, the writer believes this program is not for every teacher. Even after reading and seeing demonstrations, the usual teacher may still be unconvinced that he/she could successfully teach reading through such an unstructured program. The program is for the teacher who is searching for a means of capturing the real languages and experiences of children and utilizing them as the avenues to beginning reading.

The writer would recommend that this program be used in several classrooms with different achievement groupings, thereby allowing for comparisons to be made without possible bias on the part of the teacher. The writer cites a need for more self-concept testing instruments.

The writer suggests that the effectiveness of this type of program depends upon utilization of aides, personalization by the teacher and smaller classroom size. There seems to have been sufficient research done in this area, but not enough actual practice.

Blatz, Rita A. and Mary E. Buben, M.S. in Ed., August, 1980

A PROGRAM DESIGNED TO IMPROVE READING COMPREHENSION THROUGH INTEGRATION OF THE LANGUAGE ARTS (78 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. The communication skills of reading, writing, speaking, and listening are needed in order to live in today's world and, therefore, comprise the language arts block in school. The teaching of language arts makes up a large portion of the school day. The subject-centered language arts approach divides the language arts into the separate components of reading, spelling, written skills, oral expression, and listening which are taught as separate subjects. The integrated language arts approach attempts to correlate the components into a whole; it uses the interrelationships that exist among the skills.

The purpose of this action research was to improve reading comprehension of third grade students by designing, implementing, and evaluating an integrated language arts program.

PROCEDURE. The four third grade classrooms of Rushmore School were included in the study. Two classrooms were the control group and the two classrooms taught by the writers were the experimental group. The control group used a subject-centered approach. The experimental group used an integrated approach; objectives were set, and then procedures and activities were selected, modified and designed that would capitalize on the interrelationships among the skills.

Treatment was administered for twenty weeks (approximately one semester). A pre-test and post-test of reading comprehension was given. Tables were made to show the pre-test score, post-test score and gain of each student. The mean of each score was also computed.

FINDINGS. The experimental group (47 students) had a mean total comprehension score of 3.8 on the pre-test and 4.8 on the post-test, with a mean gain of 1.0. The control group (48 students) had a mean total comprehension score of 4.3 on the pre-test and 4.8 on the post-test with a mean of .5.

Considering the literal comprehension only, the experimental group had a mean score of 3.4 on the pre-test and 4.2 on the post-test, a mean gain of 8 months. The control group had a mean score of 3.9 on the pre-test and 4.4 on the post-test, a mean gain of 5 months.

Considering the inferential comprehension only, the experimental group had a mean pre-test score of 3.3 and a mean post-test score of 4.7, a mean gain of 1 year 4 months. The control group had a mean pre-test score of 4.2 and a mean post-test score of 4.6, a mean gain of 4 months.

CONCLUSIONS AND RECOMMENDATIONS. The integrated language arts approach produced positive results. The use of an integrated program involves a great deal of pre-planning, a willingness on the part of the teacher to do the extra work, a low-key teaching style, and an acceptance and tolerance of some noise which results from children actively involved in their learning. The integrated approach is more flexible in that no one technique is considered "the way" to teach a particular skill or a particular child.

The writers also recommend that teachers interested in trying an integrated approach do so slowly, experimenting with a small group or with A few activities until they feel comfortable. This will allow the teachers to evaluate, select, or modify those things which are successful for them.

Blocker, Constance, M.S. in Ed., June, 1975

THE UNIT-STATION APPROACH AS A TEACHING METHODOLOGY IN OHIO HISTORY (74 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The student population at Page Manor Elementary School, Dayton, Ohio, is continually in flux. As a result of the close proximity of Wright Patterson Air Force Base, 85 percent of the student body at Page Manor has at least one parent in the armed services. These children have moved from one end of the country to the other, and many of them have lived in foreign countries. With such a background of travel experience, coupled with the knowledge that their stay at the Page Manor School will be comparatively short, it is quite understandable that these children have little interest in an in-depth study in Ohio history. This project, however, is designed to increase the interest, enthusiasm, and creativity in the study of Ohio history on the fourth grade level at Page Manor Elementary School. It is the task of the writer to provide a broadworking base so that students could perceive that the learning techniques they employed in the study of Ohio could be applied to the larger area of the social sciences and to their everyday experiences.

PROCEDURE. Twenty-five to thirty fourth grade girls and boys participated in this study. The study was conducted in a self-contained classroom. The writer had full responsibility for directing the study, but was assisted by resource persons. Students were divided into five groups.

The groups worked on learning packets from the following areas in Ohio history: prehistoric people, historical heritage, geography, famous Ohioans, and state government. An integral part of the units was work done at the various learning stations throughout the classroom. Students were able to work on projects in arts and crafts, read biographies of famous Ohioans and informational books on the state, view filmstrips, listen to recordings, find ideas for the writing and production of plays and skits, and select from a variety of experiences in creative writing. A forty minute period was set aside each morning to work on the unit. At the end of three weeks, each group had a test covering the content area studied.

CONCLUSIONS AND RECOMMENDATIONS. The unit-station method of teaching Ohio history represented a new approach to this subject for the writer. Although the chief objective of having an enjoyable learning experience was realized, the writer found that the actual cognitive learning was neither quantitatively nor qualitatively better than the more traditional method of teaching Ohio history that had been employed in the past. But the important point is that it was a more enjoyable and enriching learning experience for both the students and the teacher.

If the unit-station method of teaching Ohio history should be used again by this writer, some changes would be recommended. The individual packets would be scaled down so that they would require one week, rather than three for completion. The writer found that this type of individual study is not effective for all students in a heterogeneously grouped classroom. For such students, a somewhat more structured program with greater teacher direction would be more beneficial.

Blum, Paula J., M.S. in Ed., June, 1978

THE EFFECTS OF TUTORING ON READING ACHIEVEMENT, SELF-CONCEPT AND ATTENDANCE OF THIRD GRADE TUTORS; AND READING ACHIEVEMENT OF KINDERGARTEN TUTEES (74 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Research on cross-age tutoring and small scale tutoring projects in the classroom make it apparent that peer tutoring has a beneficial effect on children. This project examines the benefits of peer tutoring on low achieving third grade tutors in the areas of self-concept, reading achievement and attendance; and on reading achievement of the kindergarten tutees. It also evaluates the practical aspects of the program, the results of student tests, and student and teacher attitudes. The project was an attempt to improve the learning environment in a particular classroom and to identify some personal and interactive factors that comprise an effective learning environment.

PROCEDURE. The plan and execution of this study was descriptive and experimental in nature. Seven third grade tutors were trained by the kindergarten teacher during lunch period. Activities were provided for the tutors in three beginning reading skill areas: beginning sounds, ending sounds, and blends. The tutors were responsible, with teacher assistance, for planning and keeping daily records of lessons presented to the seven kindergarten tutees. Pre and post tests were administered by the tutor for each of the skill areas.

This action project was carried out for six months of the 1977-78 school year in an Ohio elementary school. Tutors were pre and post tested using the Self-Concept Instrument - A Learner Scale; the San Diego County Inventory of Reading Attitude; and parts of the Doren Diagnostic Reading Test of Word Recognition Skills. Tutees were pre and post tested using parts of the Stanford Early Achievement Test.

All aspects concerning peer tutoring were evaluated. The attitude of the students as well as that of the teacher were reflected in this study. The study describes in depth three of the six tutors in relation to their self-concept, reading ability, attendance habits and ability as tutors, before, during and after the experience. Three tutees were described in relation to their work with the tutor.

FINDINGS. The overall findings of this project were very positive. Attendance was excellent and all absences were legitimate. Tutors had better self-concepts as reflected on the self-concept instrument and revealed in their verbal and nonverbal behavior. Reading attitude and achievement scores showed varying amounts of growth or lack of growth among tutors. Tutees' scores on reading achievement showed growth as much as five stanines. Scores varied from tutee to tutee and from skill to skill. Scores on post-tests given by tutors showed positive growth for all tutees.

CONCLUSIONS AND RECOMMENDATIONS. The writer feels that this was a very worthwhile study. All children involved showed interest and enthusiasm throughout the entire time. Other third grade and kindergarten students expressed interest in becoming involved. The most difficult and demanding task for the teacher was to keep everything coordinated and still have time for the other classroom demands. The only drawback to the program was that it required a very large amount of teacher time.

For future study in this area, it is recommended that an attempt be made to involve volunteer aides in the training and day to day needs of the tutor. Then, an involvement of all students between two participating classrooms would be feasible.

Bond, Linda Kay, M.S. in Ed., September, 1978

USING MICROTEACHING TO EVALUATE TEACHER VERBAL BEHAVIOR IN THE CLASSROOM (71 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The purpose of this study is two-fold: (1) to examine teacher verbal behavior with special emphasis on indirect procedures and behaviors; and (2) to evaluate this behavior in microteaching situations using the Flander's System of Interaction Analysis.

PROCEDURE. This study was an action research project, descriptive in nature. The study included twenty-eight third grade students from Beverly Gardens School in Mad River Township, Dayton, Ohio. A series of eight microteaching lessons were designed from the areas of Social Studies and Humanities. These sessions were conducted once a month after school. Microteaching groups of varied ability groupings were established to permit small group interaction. All children participated in at least one session.

Each session was planned using the following format: I. Pre-Plan (Selection of Pupils); II. Setting (Topic and Anticipated Student Behavior); III. Session Critique and Analysis (Report of the Session, Analysis and Interpretation of the Matrix, and an ending section voicing Feelings, Concerns, and Questions). Sessions were audio-taped to allow for an accurate account of verbal interaction. Each session was evaluated by the researcher using Flander's System of Interaction Analysis.

FINDINGS. The writer states no scientific findings or conclusions. No comparison of the microteaching sessions is done. However, the writer cites several feelings about the project:

1. The writer feels this experience has helped her a great deal in regards to motivation, classroom control, and questioning techniques.
2. The writer cites increased creative responses when working with top students, thus allowing her to become an indirect teacher. When working with average or low students, the writer feels she became more of a direct teacher, taking more of a leadership role.
3. The writer found the preparation for the tapings, the analysis of the tapes, and the writing of the results very time-consuming.

Brooks, Cynthia, M.S. in Ed., July, 1975

TEACHING COMPREHENSION IN READING WITH EMPHASIS ON CREATIVE READING (69 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. The Elementary Schools in Mad River Township have implemented a curriculum of Personalized Instruction, an objectives-based instructional and accountability system in Reading and Language Arts, in which pupils may progress at their own rate of performance. Pupils entering the writer's third grade classroom at Brantwood Elementary School in Mad River Township have consistently scored lower during individual assessments on questions involving higher-level comprehension skills that on factual questions. A need exists for more intensive concentration on reading activities that stimulate critical and creative reading. Helping children develop a spirit of inquiry and ability to read and think critically and creatively should become a part of their early training in reading for comprehension. In the past, freedom of choice in supplementary reading has been limited to the better readers. Average and/or below average readers need this opportunity also.

The purpose of this study is to provide an opportunity for all students to read books or stories each day about topics of interest, in addition to their daily work in reading in basal texts and skill books. The study is designed to determine whether pupils would show improvement and develop greater ability in reading comprehension (if given a choice in selecting reading material and researching subjects of interest).

PROCEDURE. This action project in creative reading was conducted in the writer's third grade classroom during six months of the 1974-75 school year. Twenty-nine students, whose reading abilities according to tests ranged from second to fifth grade, participated in the study. Children were grouped according to reading levels to facilitate reading instruction and recording information. A series of six mini-projects in reading was implemented while maintaining instruction in the basal tests. The topic for each mini-project was selected by the children from a list of sixteen topics in an informal Inventory of Pupils' Interest. Twenty-five to thirty minutes were provided daily for free reading and reading related activities of pupil selected materials. Tests were administered in October, 1974 and April, 1975 to help determine the success of the project. The tests administered were: The Stanford Achievement Test, Primary II, the San Diego County Reading Attitude Test, and Inventory of Pupils Interest Test.

FINDINGS. The results of the mini-projects, reflected by the mean gain of pupils' test scores in reading comprehension, indicated more than six month's growth, although the mean gain indicated above average growth. An analysis of data showed that pupils in Group I, who were reading below grade level in October, reflected a higher mean gain in reading comprehension than did the pupils in Group II, who were reading above grade level in October.

Of special interest was the fact that pupils in Group I, who demonstrated a high performance in the mini-projects, reflected higher mean gains in reading comprehension. The initial success of the project was reflected by pupils' changed attitude toward reading and an increased interest in reading.

CONCLUSIONS AND RECOMMENDATIONS. Many positive benefits to pupils emerged from this study. The pupils became familiar with a variety of subjects here-to-fore unexplored. The activities which became a part of the free reading period enabled them to acquire the skills necessary for research. This project led to increased creativity, cooperation and interaction among pupils, helped to raise pupils' self-concepts, and helped to improve teacher-pupil relationships. In the writer's opinion, this action project in reading was beneficial to the pupils.

Several points should be cited for future projects of this nature. One of the difficulties encountered was providing time for free reading. Another factor consider is that the freedom found in this type of reading program is not feasible for every pupil. There was over emphasis in recording the number of books read. In a future program, keeping a record of the number of books read would be eliminated. A combined program in reading is recommended by the writer where basal readers would provide the focal point for activities and skills, and the free reading program would be just that — free reading.

Brown, Sister Mary Louise, D.C., M.S. in Ed., July, 1980

USING THE WHOLE LANGUAGE APPROACH IN TEACHING A THIRTEEN YEAR OLD READING-DISABLED BLACK MALE TO READ (63 pp.)

Faculty Adviser: Gordon S. Anderson, Ph.D.

PROBLEM. Students with severe reading problems encounter failure and frustration in school, since proficiency in most school subjects requires the ability to read. The discouragement and/or hostility from experiences of inadequacy create new problems in reading instruction.

The purpose of this study was to discover whether using the whole language approach to teach reading would improve the reading comprehension of a thirteen year old reading-disabled black male.

PROCEDURE. This study progressed as an action research project. A review of literature was undertaken to acquire background information concerning the components of the whole language approach and its suitability for a student with a serious reading problem.

Goodman and Burke's Reading Miscue Inventory was used initially to diagnose the student's strengths and weaknesses, and finally to assess the quality and degree of improvement.

Four principal reading procedures were used: language experience, assisted reading, cloze procedure, and guided independent reading.

Instruction took place in a classroom setting with thirty students on varying levels, one teacher, and no teacher aide.

FINDINGS. The whole language approach, combined with respect for and confidence in the student, succeeded in raising his reading level two years and in improving his attitude toward reading.

CONCLUSIONS AND RECOMMENDATIONS. The language experience approach, which accepts the students' language and shows reading as a communication process, should be frequently used with reading-disabled students.

Reading specialists should be wary of using methods which have already failed the student.

The sensitivity and self-consciousness of the reading disabled adolescent should be kept in mind when teaching him to read.

Preparation of elementary and secondary reading teachers should focus on the interrelationship of listening, speaking, reading, and writing.

Brown, Rose Marie, M.S. in Ed., July, 1977

A DESCRIPTIVE STUDY OF THE LANGUAGE DEVELOPMENT AND READING PROCESS STRATEGIES OF SELECTED FIRST GRADE STUDENTS (76 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. This study was designed to examine and describe the differences in receptive and expressive language developmental levels and the reading process strategies regarding the use of graphic similarity, sound similarity, grammatical function, grammatical acceptability, semantic acceptability, and correction and in the comprehension patterns between good and poor readers at the first grade level. The writer hoped to formulate ideas for instructional techniques for beginning readers, based upon insights gained from the study, that will assist the poor reader in developing more effective reading process strategies based upon his language developmental level.

PROCEDURE. A descriptive approach to the problem was used, and a review of the related literature in reading was done. The study was conducted in an elementary school in a middle class suburban school district in Ohio. Good and poor readers at the first grade level as identified through testing were assessed in language developmental levels, as measured by the Test for Auditory Comprehension of Language and the Carrow Elicited Language Inventory, and in the use of reading process strategies and comprehension patterns, as measured by the Reading Miscue Inventory. The sample of participants was limited to 30: 15 good readers and 15 poor readers.

FINDINGS. Findings from this study show that the good readers who participated in the study scored consistently higher than the poor readers in all areas tested. It appears, then, that the better readers tend to score higher in language developmental level, in effective use of reading process strategies, and in comprehension, and the poorer readers tend to score lower in these areas. This suggests that areas of language development, reading process strategies, and comprehension patterns are important factors in the reading process and are, in fact, related factors in the reading process. Findings of this study indicated specific weaknesses of the poor reader group. Poor readers were found to be weak in language development, both receptive and expressive. A particular weakness was found in expressive language development. Weaknesses were also indicated in reading process strategies involving knowledge of grammatical function, of grammatical language structures, and of meaningful or semantically acceptable language structures. Poor readers were also weak in graphic sound relationships. Since weaknesses were found in all language functions, comprehension was also found to be weak since comprehension is dependent on meaning acquisition, and menaing acquisition is dependent on and limited by grammatical structures.

RECOMMENDATIONS. Since a strong interrelationship exists between language development, knowledge of language functions and structures, reading process strategies, and comprehension, a language-oriented approach to reading is recommended. Reading is language-based and is only one of four components of the communication process -- others being writing, speaking, and listening. Each component must be used to support the other in instructional approaches if learning is to be efficient and effective. A language experience appraoch to reading instruction for beginning readers is recommended through which phonics, word recognition, and comprehension can be taught. By using the language and thought of the child to teach skills, strengths are used for instruction rather than weaknesses. In using the child's language, skills already mastered can be built upon to acquire new learnings. Children need to read their own material and the material written by their classmates first, then gradually phase into the more traditional texts. Children must understand that reading material is written by an author who wants to communicate meaning. The best way to exemplify this idea for the child is through his own written communication and that of his peers.

Bruce, Shirley C., M.S. in Ed., July, 1979

THE ORGANIZATION OF A KINDERGARTEN CLASSROOM INVOLVED IN THE EARLY IDENTIFICATION PROGRAM IN THE XENIA CITY SCHOOLS (46 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The purpose of this project was to design, implement, and evaluate organizational materials and procedures which were used in a kindergarten classroom involved in the Early Identification Program. A class profile record sheet, a cycle and modality assignment sheet, self directed assignment boards for amelioration stations and interest centers, storage facilities for amelioration lessons and materials, and an individual evaluation form were developed.

PROCEDURE. A class profile sheet was designed to record the information from the individual preschool screening forms.

A cycle and modality assignment sheet was developed to use in conjunction with the class profile sheet for making assignments to the amelioration stations.

A color and number coded assignment board was designed. This board was used to assign students to the amelioration areas. This was a self directed board.

A storage system with color and number coding for daily amelioration materials was devised.

An interest center assignment board with color and chape coding was developed to extend self directivaness.

An individual evaluation form was designed to record information which was to be retained on each child.

The evaluation of the project was accomplished by self participation, observation, notations, and the reception of comments made by others working in the room.

FINDINGS. The original objectives pertaining to a well organized and functional environment were met. With step by step implementation of the project, no major adjustments were required.

It was determined by the writer that five and six year olds can become independent and self directed in their environment if the environment is planned around and for them. The teacher's and aide's time was used to the maximum. Space was well utilized.

The six procedures can be used or adapted for use by others in a similar or different situation. These plans will be incorporated into the revised Xenia City Kindergarten Curriculum Guide, which will be available for the 1979-80 school year.

Butcher, Sue Anita, M.S. in Ed., July, 1975

USING MANIPULATIVE DEVICES IN LEARNING CENTERS FOR THE REINFORCEMENT OF BEGINNING PRIMARY READING SKILLS (74 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. While searching for an alternative to the "daily busy work dilemma," this author became interested in the educational philosophy and practices of Open Education as introduced by the British Infant Schools and adopted by some American classrooms. The Open Education movement is based upon theories of people who realize the need for active participation of children in their education. Learning centers afford the opportunity for this active participation through the use of manipulative devices in the classroom.

This project was undertaken to determine what possible educational advantages could be afforded students when the teacher creates skill oriented manipulative devices for learning center usage. These devices were to be used for reading skill reinforcement and supplementation along with some traditional seatwork in order that the monotonous "daily portion of dittoed busy work" could be eliminated without sacrificing necessary reading skill practice.

PROCEDURE. This was an action research project. The author devoted much care to the creation of manipulative devices. Each of the devices was created for the reinforcement and supplementation of a specific reading skill included in the beginning primary (first grade) reading curriculum. Each device was then used in a classroom learning center.

The project was conducted with fifteen beginning primary students of the lower ability group for this grade level in the Miamisburg City Schools. Approximately two and one-half hours daily were spent with the reading class. The manipulative activities in learning centers were used for independent work. Students were assigned activities according to their individual needs. A basal reader approach was used to teach the children to read.

Evaluation of the project was recorded by the researcher. Records of children's work in the centers were kept on a chart by the researcher.

CONCLUSIONS AND RECOMMENDATIONS. A change to learning center work can cause some disadvantages as well as many advantages for the teacher. Some disadvantages noted by this author are:

1) The creation of quality activities with clear objectives, directions, and an attractive appearance will consume much of the teacher's free time until she builds up her supply of activities.

2) Evaluation of a student's work and recording activities completed in the learning center program becomes more involved and time-consuming.

3) It may take some time for the more traditional teacher to adjust herself to the movement and verbal interaction of students as work in the centers takes place.

Several advantages were also noted by the author:

1) The efficiency of the children in reading skill usage did improve.

2) The children were interested in completing all tasks assigned to them.

3) The children were totally involved with the manipulative work in the learning centers. Discipline problems were not evident.

4) The children were proud of their ability to complete reading skill work.

5) The problem of children copying answers is almost non-existent, as no two children are working on the same activity at the same time.

6) The self-concept of the child improves when he is not handed a paper with red marks indicating for all the world to see that he had trouble with school work.

7) Children were taught to be self-reliant as they determined daily assignments by checking the assignment sheet.

8) A much closer teacher-pupil relationship developed with individual children.

The author recommends and encourages others to try this form of skill reinforcement. Perhaps with many people working with manipulative device-programs, the true value of this form of activity can be determined.

Campbell, Barbara L. and Nancy F. Wilson, M.S. In Ed., June, 1980

THREE SUBTESTS OF THE GESELL SCHOOL READINESS TEST: MONROE VISUAL, COPY FORMS, AND INCOMPLETE MAN, AS PREDICTORS OF FIRST GRADE ACADEMIC ACHIEVEMENT (33 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. Research has shown that the Gesell School Readiness Test (GSRT) is a valid predictor of school readiness. There has been insufficient research conducted to indicate that the GSRT is a valid predictor of school achievement. The purose of this study is to determine if the three subtests of the Gesell School Readiness Test: Monroe Visual, Copy Forms, and the Incomplete Man are valid predictors of first grade academic achievement; specifically, reading, writing, spelling, and arithmetic, as measured by teacher ratings.

PROCEDURE. This study was conducted in a predominately white, suburban middle-class school district in southwestern Ohio. The sample consisted of 50 students who were enrolled in the second grade during the 1979-80 school year. Five boys and five girls were randomly selected from each of the five elementary schools in the school district. Each student had been given the GSRT in the fall of 1977 before entering kindergarten. The protocols of the GSRT were obtained from each students cumulative record and rescored. Each subtest was objectively rescored, one through five, where low scores indicated less mature behavior and high scores indicated more mature responses. A composite developmental age score was also computed for each subtest. Criterion data (end of the year teacher ratings) were also obtained. Data were analyzed using the Coefficient of Contingency to determine a correlation between developmental age and academic achievement and the Chi Square test of significance.

CONCLUSIONS AND RECOMMENDATIONS. After an examination of the data, it would seem an examination of the data, it would seem that the following conclusions can be made:

(1) When the three subtests of the GSRT are considered individually, the Monroe Visual is the best predictor of total first grade academic achievement.
(2) Composite developmental age as measured by the three subtests of the GSRT are significant predictors of both total first grade academic achievement, and reading, writing, and spelling when taken individually.
(3) The findings concerned with boys' and girls' academic performance are inconclusive.

The writers cite the following recommendations:

(1) Since the data obtained from the Gesell School Readiness Test are qualitative rather than quantitative, further research is needed to standardize this test.
(2) Further research is needed to determine the significance of other subtests not covered in this study.
(3) A similar study involving a larger sample from a different socio-economic status seems advisable.
(4) Since studies using teacher ratings as a criterion measure are limited, more research is needed to validate this use of teacher ratings.

Carpenter, Judy, M.S. in Ed., April, 1980

DEVELOPING AND EVALUATING INSTRUCTIONAL GAMES TO REINFORCE READING SKILLS (46 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. Believing that games serve to motivate and to eliminate some difficulties in reading, a study was made of using games as a teaching technique.

PROCEDURE. Based on reading assessments of May, 1979 and the children's own statements of their problems with some reading materials, a project was planned to meet the needs of six children with learning disabilities. Six teacher-planned instructional games were developed for teaching and reinforcing word analysis skills. Each game describes the purpose, the directions, the materials needed, a file card format for organizational purposes, adaptations, and cautions for future use. The evaluation form for each game provides a comparative instrument to be used with other assessment measurements.

FINDINGS. Improvements recorded in the teacher's observations and the post assessment with the Brigance Diagnostic Inventory of Basic Skills revealed a remarkable improvement for the first half of the year. On the average, the students achieved as much in the first semester of the present year 1979-80 as they did in the two semesters of 1978-79.

CONCLUSION. The games provided the necessary repetition for developing skills, as well as a variety of approaches to the games for the learner's individual needs. The children had their own visual means of tracking their efforts that created a personal motivational factor.

Chaney, Carol Joyce, M.S. in Ed., June, 1978

LEARNING CENTERS IN A TRADITIONAL CLASSROOM (91 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The purpose of this study is to examine the effectiveness of using learning centers in combination with large group instruction to increase the achievement and development of fourth grade students with wide ranging abilities. In addition, this study evaluates the practical aspects of such a program, the work involved in initiating the program, and evaluates the student, teacher and parent attitudes toward the program.

PROCEDURE. The proposed project was carried out for a period of eight months with fourth grade students attending J.E. Prass School in Kettering, Ohio. The entire class or twenty-two students was involved.

The children were divided into nine groups of two or three children working together at one of nine learning centers. All of the centers were selected to reinforce and enrich the regular fourth grade curriculum, both directly and indirectly. Each child worked at these centers for approximately an hour and a half per day for a two-day period. At the end of this time, they moved to another center. The materials and activities at the nine centers were changed every eighteen days.

To evaluate the program, parents were asked to evaluate the use of the centers, the interest of their child, and the progress he/she made this year in comparison to previous years. Students also wrote evaluations based on their feelings toward combining learning centers with the regular curriculum and how beneficial this method had or had not been to them. These evaluations were then combined with the writer's daily observations of the students throughout the year to determine the success or failure of the program.

FINDINGS. Twenty of the twenty-two parents responded to the survey questionnaire regarding the learning center program. Of these, sixteen judged the centers as an effective learning method, while the other five felt they were an interesting supplemental approach. Over one-half of the parents indicated their child's interest had increased and felt their child's progress had been very good. The students' written comments were unanimous in their approval of learning centers.

CONCLUSIONS AND RECOMMENDATIONS. The continued use of learning centers is planned because the advantages greatly outnumber the disadvantages. The main drawback to the program is the tremendous increase of teacher preparation time required and the great expense of commercial materials, purchased in a time-saving effort. As more materials and better organization is achieved, the time problem should be reduced. The most important point is that the centers proved to be an enjoyable and enriching learning experience for both the students and the teacher.

The writer cites several recommendations for others interested in implementing learning centers in their classroom:

1. Allow for preparation time -- go slowly.
2. Establish goals that will determine what centers are needed.
3. Plan activities to meet the established goals.
4. Discuss with the students what limits to set and what procedure to follow -- decide what rules are important and follow them consistently.
5. Organize the room in a functional manner.
6. Prepare as many materials before the school year begins as you can.
7. Develop an acceptanle method of scheduling.
8. Plan a storage system for materials and supplies not in use.

Cooke, Nancy R., M.S. in Ed., July, 1979

MOTIVATIONAL TECHNIQUES: INFLUENCE ON LEARNING (59 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Preparation in teaching has two aspects that must be given considerable attention by teachers. They are the motivational and cognitive phases of learning. Motivational preparation refers to processes and methods implemented to arouse and maintain attention of the learner in the learning task. The sustaining problem of motivating today's students initiated the writer's study of effective motivational techniques. Questions were raised: Are some motivational strategies more efficacious than others? Which ones seem to be more feasible in working with larger groups of children?

PROCEDURE. This study of motivational techniques was undertaken with a class of twenty-seven sixth grade students at Rosewood Elementary School in Kettering, Ohio during the fall of 1978. A descriptive method of research was used. It included activities of student involvement emphasizing motivational techniques. Its purpose was to strive for optimal effectiveness in facilitating the total act of learning. Seven activities were chosen from various areas of the curriculum for study and evaluation. The thrust of this project for the writer was to arrange conditions that would enable the pupils to direct their energies toward worthwhile goals. A variety of instructional instruments were used to achieve these goals. These activities provided opportunities for manipulative participation, game play techniques, goal-directed behavior, relevant knowledge application, and cooperation. Though these methods were diverse, their underlying motivational factors were facilitators of student involvement and educational achievement.

CONCLUSIONS. The motivation of children primarily relies on the skills and strategies employed by the teacher. Motivating children in today's world of modern technology is not an easy task. The thrust of motivation begins with the teacher identifying the interests and needs of her students. It is the writer's contention that children achieve their highest levels through personal involvement in the learning process. Through personal involvement provided by classroom projects and activities, motivational factors become interwoven in the learning process. Involvement unifies the class, and affords opportunities for optimum interaction between the teacher and the students. From the establishment of this rapport flows a moderately good attitude. Encouragement and praise play a large role in moving children from a state of passivity to one of total involvement. Within a motivating classroom, teachers are not only challenging students, but also giving support for the accomplishment of those challenges.

Cooley, Barbara, M.S. in Ed., December, 1978

IMPORTANCE OF TEACHING MATHEMATICAL VOCABULARY (80 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. The purpose of this study was to determine whether teaching mathematical vocabulary to fifth graders would improve their skills in mathematics. The students had low scores on standardized tests and seemed to need more than the usual teaching of computational skills.

PROCEDURE. Fifteen fifth grade students were selected to receive an experimental action approach to the teaching of mathematical vocabulary and fifteen students served as the control group which did not receive any specialized vocabulary teaching. Both of these groups took the per-test and post-test which were designed by the applicant to try to eliminate guessing. The experimental group received twelve weeks of planned lessons designed to improve mathematical skills through knowledge of mathematics. Thirty-five concepts were taught, with a special emphasis on the first fourteen concepts.

FINDINGS. Research indicated that vocabulary should be taught in mathematics because mathematics has a specialized vocabulary and teachers can not assume students can read mathematical vocabulary. The group of fifth graders who were taught mathematical terms showed a significant gain over those who were not taught mathematical vocabulary.

CONCLUSIONS. It would seem to follow,then, since those taught mathematical vocabulary made such a significant gain over those who were taught mathematics in the regular classroom by means of computation, that all students would show a gain if vocabulary was included in the teaching of classroom mathematics.

Crabtree, Pamela S., M.S. in Ed., July, 1978

THE ANALYSIS AND PRACTICE OF ASKING QUESTIONS (75 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. It was the purpose of this study to examine question types and strategies in order to improve the writer's question asking techniques. This study:

(1) examines the use of questions in reading comprehension lessons as a means to stimulate student thinking and to improve comprehension;
(2) attempts to analyze the writer's present questioning habits;
(3) evaluates her attempts at implementation of effective strategies for teaching with questions; and
(4) examines briefly current research findings in the many areas of questioning, hoping to give the reader a broad basis of questioning techniques.

PROCEDURE. This study was conducted in an Adult Developmental Reading course at Sinclair Community College, Dayton, Ohio. The study is comprised of ten lessons, each ten to twenty minutes in length, with the purpose of broadening the teacher's experience in question writing on all levels of thought. The analysis and practice of asking questions to establish a purpose for reading was done in small class groups of one to five students. Each lesson was preplanned and subsumed ideas learned from the previous lesson. Each lesson contained objectives to be met, a list of materials, procedures, and an evaluation.

Lesson One and Two were performed prior to the research to allow for careful analysis of the teacher's present questioning habits. Lessons Three through Five were written during the research and are designed to involve the students and to analyze student questions. Lessons Six through Ten were designed to allow opportunity for the teacher to practice the methods learned in the research. Some of these lessons were taped to allow for analysis using Flander's Method of Teacher Observation.

CONCLUSION. Based on this study's evaluation, the conclusion can be drawn that carefully planned question strategies will influence thinking and increase reading comprehension. To accomplish this, teachers must be experienced in asking questions on all levels of thought and to teach students how to ask questions. The process of questioning has helped many of the subjects in this study to attain more meaning from a reading selection.

Crandall, Sharon Kay, M.S. in Ed., July, 1978

CREATIVE WRITING IN THE INTERMEDIATE GRADES (35 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Having been established through previous research that creative writing should be included in education, it is the teacher within his/her own classroom, then, who should strive toward student growth in language. The purpose of this study is three-fold:

1. to design teaching strategies in creative writing for sixth grade students based upon their developmental progress of written language form,

2. to implement these teaching strategies through classroom activities, and
3. to evaluate teaching strategies in regard to student growth in creative writing.

PROCEDURE. This study was conducted on twenty-six heterogeneously grouped eleven and twelve year old boys and girls. To assess the pupils' creative writing ability, Paul Torrance's Imaginative Stories Test, Form A, was administered, with a time limit of twenty minutes, at the end of the first week of school in September. These stories were evaluated for story structure, novelty, emotion, individuality and style of story by the researcher using the Carlson Analytical Scale For Measuring the Originality of Children's Stories. Strengths and weaknesses for individuals and for the group were identified and used as lesson objectives.

Lessons were used to increase sensory image writing, sight description and sound description. A tension-free, accepting, stimulating environment was created in which to conduct the lessons. Lessons on short writing experiences were held every other day, each beginning with a warm-up period where students could share ideas and emotions. Individual folders held the student's writing papers. These papers were evaluated by the researcher with only positive comments given, and by self-evaluation. No grade was assigned and no attention was given to spelling or mechanical errors. After each five to six lessons, the student was asked to choose his/her favorite paper, correct any mechanical errors and recopy it for evaluation on their use of English, spelling, punctuation, grammar, etc.

To further motivate interest, a school newspaper was established to publish student writing efforts. In addition, student works were shared orally in class. Students were also exposed to well-written language selections chosen by the researcher.

FINDINGS. The following observations were evidenced from this study. (1) Even though never stressed during creative writing, an increased awareness was evidenced by the students during the year for the mechanics used in writing. (2) The researcher gained a better understanding of qualities that can be encouraged in student writing. (3) The student newspaper was a strong plus factor on the language arts program allowing for recognition of their efforts as well as a growing appreciation of student writing on all grade levels. (4) The most successful classes were based on students' experiences which allowed students to better relate to a given situation. (5) Sensory imagery, vocabulary building, word awareness, figures of speech, all aid pupils in gaining writing ability. (6) The reading of good literature and listening to well-read stories and poems are most important to the development of good creative writing skills. (7) Students identified by the researcher as "creative" at the beginning of the year, tended to produce consistently more original efforts than their classmates.

Crawford, James C., M.S. in Ed., May 1976

AN EVALUATION OF AN ALTERNATIVE SUSPENSION PROGRAM ENTITLED "SHOP" IN ROOSEVELT HIGH SCHOOL, DAYTON, OHIO (71 pp.)

Faculty Adviser: M. Audrey Grob, Ph.D.

PROBLEM. While most high schools in Dayton, Ohio were experiencing an increased number of disturbances to the educational process, one saw decreases during the 1971-74 time period. The problem of school disturbances is not peculiar to Dayton, Ohio. It is a phenomenon occurring across the nation. With few exceptions, the perceived answer to turning the tide of school violence has been more stringent security and more school suspensions.

Project Emerge, a United States Office of Education dropout prevention program, and Rossevelt High School staff developed an alternative to suspension entitled Shop. This evaluative study attempts to see if there is any justification to the supposition that this program has had an effect on the suspension, expulsion, or dropout rate at Roosevelt.

PROCEDURE. The principles involved in both transactional and discrepancy evaluation were basic to this study. After a brief description of the historical background of the Shop, including its initial rationale and philosophy, the author described specific resources and procedures used in the project. Data was gathered by the researcher in response to expectations and concerns set forth by the projects staff and Project Emerge administrators. The number of suspensions, expulsions, and dropouts were collected at the end of the school quarter. The data obtained from Shop monthly reports were verified by the researcher through a survey distributed quarterly to persons making referrals. The Shop Survey was designed to measure the amount of assistance the Shop provided in changing student actions. The evaluation also included random observations and interviews by the researcher.

Data was examined in the following order: Dropouts, Expulsions, Suspensions; Shop Effectiveness; Referral of Students by Personnel; Reasons for Referral; and Recidivism of Referrals.

FINDINGS. Roosevelt High School had significantly fewer suspensions than other schools in the district during the last three years of the study (1971-1974). Data relating to Shop Effectiveness suggests that the Shop became more effective over the years. Data relating to persons responsible for referral of students shows the shift from teachers to administrators making the majority of the referrals. Reasons for referral data indicate a movement from the category of other to the attendance category form 1971-72 to 1973-74. Data on recidivism of referrals shows that about 80 percent of the students referred in a given year were referred once or twice. Overall only about 2.5 percent of those referred were sent to the Shop six or more times.

CONCLUSIONS. A dramatic decrease in the incidence of dropout, expulsion, and suspension was experienced at Roosevelt High School. The Shop program would have to be effective for it to be a viable alternative to resolution of discipline problems short of suspension. The researcher believes that the overall effect of the Shop was beneficial to the atmosphere within the school. The program demonstrated to students that the school personnel were genuinely concerned about them and their problems. It is believed by the researcher that similar programs could be successfully implemented in most schools across the country. On the basis of the evidence presented, the concept of the Shop program deserves more trials.

Crowley, Anne Rafferty and George Charles Hallett, Jr., M.S. in Ed., April, 1975

THE LONGITUDINAL EFFECT OF A SELF-CONTAINED DEVELOPMENTAL FIRST GRADE ON ACADEMIC ACHIEVEMENT AND SELF-CONCEPT (35 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. The prediction of human behavior and human potential is one of the most difficult tasks confronting school psychologists. Today, with the constant development of new educational methods, a strong and critical evaluation of these methods is mandatory. In this study, the authors evaluated one specific method of teaching namely the developmental approach of Gesell, Ilg and Ames, as it is implemented in a self-contained first grade.

The question this investigation sought to answer is this: What are the effects of a self-contained developmental first grade experience on students' academic achievement and self-concept? More specifically, the following two questions are posed: How do the developmentally handicapped students who experienced the self-contained classroom compare with non-handicapped children, once they are placed back in the heterogeneous traditional classroom with these non-handicapped children? Which classroom structure is most beneficial for the identified developmentally handicapped student, a remedial self-contained homogeneous grouping or a traditional heterogenous grouping?

PROCEDURE. Subjects in this study included all of the available developmentally handicapped pupils who experienced the self-contained developmental first grade and an equal number of non-developmentally handicapped students from the regular classroom.

Subjects in the comparison group were determined to be developmentally handicapped on the basis of their low scores on the Metropolitan Readiness Test, Form A , and the opinion of their kindergarten teacher. Developmentally handicapped pupils in this district were also matched with non-handicapped peers in their classroom, on age and sex variables.

The information on the current functioning of these children was obtained from a five-point teacher-rating scale questionnaire. An analysis of variance was done comparing the mean ratings of the four groups on each of eleven questions. In addition, a total score for each child was obtained by summing the responses to all of the questions. The means of these scores were compared among the four groups by a one-way analysis of variance.

FINDINGS. The results of this study revealed that developmentally handicapped children in both the remedial and regular classroom situations still lag behind their non-handicapped peers, in the opinion of their current teachers, in the areas of academic achievement and self-concept. Furthermore, the children from the day long, remedial, self-contained developmental first grade, when compared to other developmentally handicapped children in the regular classroom, did not significantly benefit in either academic achievement or self-concept.

CONCLUSIONS AND RECOMMENDATIONS. The conclusiveness of the findings of this study is debatable. The ex post facto nature of the study precluded the use of stronger controls in the comparison group, the use of more students and teachers from both school districts, and the use of other developmental test scores as a criterion against which to judge the teachers' ratings. Notwithstanding these drawbacks, these results may indicate that some children with developmental handicaps may never "catch up" to their peers. This failure to "catch up" may be due to inappropriate remediation techniques or the impossibility of expediting human maturation in such a short time. The selection and implementation of remediation techniques is a critical determinant of successful remediation. Thus, the findings of this study may point to the need for expansion of the developmental programs, rather than the failure of the self-contained first grade. The results of this study also point to the need for total commitment of teachers and consulting staff to the evaluation and follow through of this type of program. The success of a developmental program is contingent upon well trained, interested staff as well as the services of a full-time curriculum consultant or school psychologist.

The authors cite several suggestions for future research. The proper evaluation of this type of program mandates the use of a priori design with two large groups of children being placed in the same school. School psychologists must promote research in this area so that they can be accountable for their role in the establishment of new curriculum strategies.

Cunningham, Susan M., M.S. in Ed., August, 1980

A DESCRIPTIVE STUDY OF THE CONCEPT OF SELF IN RELATION TO ACHIEVING AND UNDERACHIEVING GIFTED STUDENTS (84 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. A significant trend in education is the concern in gifted students. Studies show a positive relationship between measured intelligence and academic achievement; however, it is possible to identify bright students who fail to achieve according to expected potential. Research indicates certain personality characteristics which differ between gifted achievers and underachievers. One characteristic of gifted students which emerges from the literature as having a positive relationship with achievement and underachievement is the development of self-concept. Strong self-concept has been recognized as a characteristic of gifted achievers, while weak self-concept has been recognized as characteristic of gifted underachievers. This study explores the differences in the ways gifted achievers and underachievers perceive themselves and their personal relationships.

PROCEDURE. This descriptive study of the relation of self-concept to gifted achieving and underachieveing students was conducted in the four middle school buildings in the Centerville City Schools. The group of 63 achievers and the group of 35 underachievers were drawn from a pupil population of 2,000 students from an upper middle class socio-economic community. The groups were comparable with regard to intelligence, sex, grade and school attended. Both groups required scores of 130 and above on the Otis-Lennon Mental Ability Test. The criterion for the gifted achieving group was participation in Project EDGE, a product-oriented program for academically gifted students in grades K-12. The criterion for the gifted underachieving group was discrepency between ability test score and classroom performance, and ability test score and achievement test score. The instrument used to measure development of self-concept was the Tennessee Self-Concept Scale.

FINDINGS. Quantitative scores and subscores from the Scale were recorded and compared in the categories of: total positive self-concept, identity, self-satisfaction, behavior, physical self, moral-ethical self, personal self, family self, and social self. Percentages were computed for the number of subjects' scores rated as strong, as medium, and as weak in all categories. Comparisons were drawn between the two groups. Mean scores were recorded for the achievers and the underachievers. The total positive self-concept scores are the most important scores since they reflect the overall level of self esteem. Of the achievers, 46% rated strong scores, while only 20% of the underachievers rated strong; 27% of the achievers rated weak scores, while 49% of the underachievers rated weak. The group mean score for the gifted achievers in the category of total positive self-concept was 353 and at the 60th percentile. The group mean score for the gifted underachievers was 331 and at the 30th percentile on the Scale Profile Sheet.

CONCLUSIONS AND RECOMMENDATIONS. Results from this study showed that the gifted achieving group possessed stronger self-concepts than the gifted underachieving group. Comparisons drawn between the two groups are descriptive; no causal relationships are shown.

The writer recommends that the term "gifted" be expanded to include other facets of gifted education: visual amd performing arts, psychomotor ability, leadership, and creative amd productive thinking. The writer recommends examination of the nature of the term "underachiever" and recommends further consideration of the data regarding the nature of underachievement, especially in gifted students.

Small group counseling of the selected underachievers is recommended on a weekly basis, with counselors providing personal growth in the areas of self-concept and communication. The writer recommends identification of and intervention in the underachievement of gifted students at the elementary level. It is also recommended by this writer that selected gifted underachievers from this study be phased into existing Project EDGE program activities, utilizing modeling and motivational procedures and techniques.

Dawson, Nancy, Judy Knesboro and Randall Shipley, M.S. in Ed., July, 1977

TEACHER INTERPRETATION OF THE EFFECTIVENESS OF MAINSTREAMING EMR STUDENTS IN MONTGOMERY COUNTY (65 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. Mainstreaming is the partial integration of educable mentally retarded (EMR) students into regular classrooms for educational, practical, philosophical, legal and financial reasons. Mainstreaming has been in existence in some form for fifty years. Recently there has been an increased interest in this subject with regard to its use and effectiveness in education. Some studies have shown mainstreaming to have positive effects on motivation, self-concept, and achievement of EMR students. Other research, however, demonstrates negative effects of mainstreaming.

The purpose of the present study is twofold: (1) to determine the extent to which mainstreaming is being used in Montgomery County, and (2) to examine EMR teachers' interpretations of the effectiveness of mainstreaming in Montgomery County.

PROCEDURE. The subjects interviewed for the study were 57 EMR teachers from elementary, junior high, and senior high school levels. The subjects were representative of Montgomery County.

A questionnaire consisting of 20 open and closed questions pertaining to EMR teachers' evaluation of the effectiveness of mainstreaming was designed by the authors. The data from the study were tabulated in percentage form by computer analysis. Percentages were used to analyze and compare teacher interpretations of mainstreaming. Results were displayed in tabular form for each pertinent questionnaire item.

FINDINGS. The following findings were observed:

(1) In Montgomery County 83.9 percent of the school surveyed mainstreamed their EMR students.

(2) Of the schools surveyed, 75 percent on the elementary level, 82.4 percent on the junior high level and 94.7 percent on the

senior high level mainstreamed their EMR students.

(3) Elementary EMR students are primarily mainstreamed into art, music and physical education.
(4) Junior and senior high school EMR students are primarily mainstreamed into physical education, shop, and home economics.
(5) Regular classroom teachers expressed little negative feedback with regard to mainstreaming EMR students.
(6) EMR teachers observed the most improvement in mainstreamed EMR students' self-concepts and social interactions.
(7) Teachers' comments focused on the importance of communication between regular and EMR teachers, in-service training for regular classroom teachers, and social and emotional maturity of EMR students.

CONCLUSIONS AND RECOMMENDATIONS. After an examination of the data, it would seem that the following conclusions and implications can be made.

(1) Since the present study was limited with regard to the number of subjects, it is suggested that further studies be conducted using a larger sample.
(2) Since most research on mainstreaming has been limited to school personnel, it is advisable that opinions and feedback from students and parents be researched.
(3) Since most of the studies concern themselves with short-term effects of mainstreaming, it is suggested that long-term studies be conducted.
(4) Since teachers in the present study felt self-concept was improved by mainstreaming, it is suggested that further research be conducted on general self-concept of the handicapped.
(5) Since the present study demonstrated a need for additional training of regular classroom teachers, it is suggested that research be conducted.
(6) Since the effects of mainstreaming on academic achievement are undefined, it is suggested that future research closely examine this variable.

Dean, Sister Mary Joseph, D.C., M.S. in Ed., July, 1980

DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF THE JUNIOR HIGH ADVISOR PROGRAM (74 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The purpose of this study was threefold: to describe the role of the teacher in the Individual Advisory System, to evaluate the Adviser Program of the Junior High, and to consolidate its components into a handbook for Saint Michael's School in Overlea.

PROCEDURE. This study progressed as an action research project. A review of literature was undertaken to acquire background information concerning those factors which affect the growth and development of adolescents and the influence of teachers. The rationale, history, amd components of various adviser systems were studied.

The existing Adviser Program was expanded with opportunities and activities designed for interaction in group and individual sessions.

Three types of questionnaires were developed for the purpose of evaluation. A handbook containing appropriate guidelines for program implementation was devised for teachers.

FINDINGS. Adult help with some form of modified guidance is necessary in the maturing process of adolescents. The Adviser Program provides opportunities for improving student/teacher rapport and serves to enrich the whole teaching/learning environment.

CONCLUSIONS AND RECOMMENDATIONS. The Adviser System at Saint Michael's is changing and improving. It has been accepted by the students and teachers in a positive way.

The Adviser Program is a natural extension of the teacher/student relationship. It provides time and structure so that each student receives personal attention. It enables advisers to appreciate a different, non-academic side of the student.

This is a humanistic Adviser Program. It allows for a fuller realization that school is more than a machine for learning. It is a place for living, in which the values of the school are no less important than its academic results.

DeLuca, Sister Sheila, O.S.F., and Stopp, Sister Jane Therese,
C.S.J., M.S. in Ed., June, 1975

PREDICTIVE VALUE OF THREE SUBTESTS OF THE GESELL SCHOOL READINESS TEST-COPY FORMS I, INCOMPLETE MAN, AND MONROE VISUAL: A STEP-WISE MULTIPLE REGRESSION ANALYSIS (42 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. Admissions into kindergarten in most communities in the United States is determined solely by a child's chronological age. This controversial standard often results in overplacement which may create learning problems for the child as he progressed through school. The Gesell Institute is of the opinion that neither chronological age nor intelligence is an effective criterion for deciding whether a child is ready for kindergarten. Gesell's studies support the notion that intelligence does not necessarily go along with every child's behavioral or developmental age (DA). The problem of the present study is to investigate the usefulness of the Gesell School Readiness Test (GSRT) as a multi-dimensional measure for predicting school readiness in terms of the scores from the Metropolitan Reading Readiness Test (MRRT) and subsequent reading achievement. This three-year longitudinal study is designed to determine the significance of the Copy Forms I, the Incomplete Man, and the Monroe Visual subtests of the GSRT as predictors of school readiness and subsequent reading achievement.

PROCEDURE. The subjects chosen (102 second graders - 66 boys, 36 girls) for the sampling in this study were from three public elementary schools in Montgomery County, Ohio. The children had all been tested with the GSRT in 1972 and recommended for kindergarten. Scores from other instruments used were the Metropolitan Reading Readiness Test (MRRT), the Metropolitan Reading Achievement Test (MRAT) and teachers reading performance evaluations (RAE).

The independent variables used in the study were the developmental age from the three subtests of the GSRT, the chronological age, and the sex of the sample. The raw scores from each child's MRRT, the MRAT, and the Reading Performance Evaluation according to the scale 1, 2, or 3 were used for the dependent variables.

Means and standard deviations as well as Pearson's r matrix were compiled for comparison. A step-wise multiple regression was also calculated to determine which of the three GSRT subtests carried the heaviest weight. In a recursive manner, the method indicated the significant predictors of school readiness and subsequent school achievement.

FINDINGS. The following findings were observed for the total group:

(1) The three subtests of the GSRT that were used in the study were found to be signicant predictors of school readiness at the .05 level of confidence when the MRRT was the criterion. The Monroe Visual Subtest carried the heaviest discriminative weight.

(2) When the criterion was the MRAT, the three subtests of the GSRT were significant predictors of reading achievement at the .05 level of confidence. The Copy Forms I subtest showed the most discriminatory weight of the three subtests.

(3) The Monroe Visual Subtest was the highest predictor of school reading achievement when reading performance evaluation was the criterion.

Additional findings of this study related to age and the sex variable were stated in the project.

CONCLUSIONS AND RECOMMENDATIONS. After an examination of the data, it would seem that the following conclusions can be made:

(1) That since the GSRT subtests - Copy Forms I, Incomplete Man, and Monroe Visual - significantly predict school readiness, they could be utilized for kindergarten screening with a high degree of validity.

(2) That significant readiness predictions occur whether the child is younger (≤5 yrs. r mos.) or older (≥5 yrs. 6 mos.)

(3) That significant predictions for school readiness seem to occur more for girls than for boys. This is probably due to the fact that girls mature earlier than boys.

(4) That the Monroe Visual Subtest was the most heavily weighted of the three subtests used in this study.

Further study and experimentation concerning school readiness seems to be advisable in the following areas:

(1) Since the entire battery of the Gesell School Readiness Test is composed of approximately ten subtests, further research is needed to determine the significance of other subtests not covered in this study.

(2) Since both the Weston study and the present study were performed on children of middle class socio-economic status, a similar study involving children from a different socio-economic status seems advisable.

(3) Since the state law for admission to kindergarten requires that the child must be 5 years old, learning problems might be prevented early by grouping these youngsters according to developmental age.

(4) Since the providing of instruction in accordance with developmental age requires understanding and training, in-service workshops for teachers and parents who might assist in the implementation of such an instructional program is highly recommended.

Deschler, Diane and Joyce Nay, M.S. in Ed., July, 1977

A HANDBOOK FOR TEACHING READING COMPREHENSION SKILLS AT THE SECOND GRADE LEVEL (168 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Comprehension is an important reading skill that has been sorely neglected in elementary education. Recently the trend has reversed and a new emphasis is being placed on the need for teaching reading comprehension skills.

The intent of this project was to provide second grade teachers with a progression of comprehension skills as well as manipulative materials and references to be used in teaching those skills.

PROCEDURE. The action research project began with designation of fifteen comprehension skill areas that are appropriate and necessary in a primary reading program. These were compiled from several basal series currently in use in second grade classrooms. The fifteen skill areas were then organized from least to most complex. Within each skill area the following were provided: an introduction, illustrations of and pictoral directions for making manipulative games, examples of dittos to follow-up the manipulative materials, bulletin board ideas and a listening of related commercial materials.

FINDINGS. Seventy-five percent of the materials were made and used in second grade classrooms. Their values were found to be numerous. The games were meaningful without being repetitious. They provided motivation for the students. They taught responsible behaviors. They encouraged self-competition and group competition. They helped the children develop self-discipline. They provided opportunities for the children to work with manipulative materials. They served as diagnostic and prognostic tools for the teacher.

CONCLUSIONS. Care should be exercised in teaching comprehension skills to primary children. The teacher should use effective materials and should present them in an organized progression.

By using the comprehension materials and references offered in the handbook, the classroom learning situation can be much improved. These enriching experiences and varied lessons can aid the teacher in providing a very successful primary reading program.

DiSabatino, Anthony D. and Deborah L. Froelich, M.S. in Ed., July, 1979

COMPARISON OF PERFORMANCE WITH CHILDREN, AGES ELEVEN THROUGH FOURTEEN, INCLUSIVE, ON THE BENDER-GESTALT VISUAL MOTOR TEST (34 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. The major purpose of the present study was to compare differences in performance of children, ages 11 through 14, inclusive, on the Bender-Gestalt Visual Motor Test. Comparison of different age groups and between the sexes was made by statistical analysis of the data.

The Bender-Gestalt Visual Motor Test has been used for different purposes with various age groups. The Bender-Gestalt Test has been used as a measure of visual-motor perceptual performance for ages 5 to 10 and 1/2 years; performance of this age group has been standardized by Koppitz. The Bender-Gestalt Test has also been used as a measure of emotional disturbance for ages 15 through 50, inclusive; the performance of this age group has been standardized by Pascal and Suttell. The performance of children, ages 11 through 14, inclusive, on the Bender-Gestalt, has not been standardized.

PROCEDURE. Ten male subjects and ten female subjects were selected for each age group, 11 through 14 years. Subjects selected came from a predominantly white, English-speaking, middle socio-economic population, with no recognized or diagnosed learning disability.

The 80 subjects were administered the Bender-Gestalt Visual Motor Test according to the Pascal and Suttell method of administration. Results of subjects' performance on the Bender-Gestalt were scored by the examiners using the Pascal and Suttell scoring method.

Tests of significance were calculated to compare mean raw scores in three areas: differences between age groups, differences between sexes, and differences between the total research group and the Pascal and Suttell high school group.

FINDINGS. Statistical analysis of the data revealed no differences between seces on Bender-Gestalt performance. Statistical analysis also revealed no differences between the age groups, 11 through 14, on Bender-Gestalt performance. A difference was found between the means of the Pascal and Suttell high school group and the present total group; this could have been due to bias in sampling.

CONCLUSIONS AND RECOMMENDATIONS. Results of this research study revealed no differences between the 11 through 14 year age group and between male and female subjects. Similar results were found by Koppitz and Pascal and Suttell. Relatively few studies have been concerned with the Bender-Gestalt Test performance using subjects in the 11 through 14 year age range. Such studies would benefit the use of the Bender-Gestalt Visual Motor Test in the schools with the 11 through 14 year group.

Doblar, Cheryl Mihu, M.S. in Ed., July, 1979

A COLLECTION OF LIBRARY SKILLS ACTIVITIES AND THEIR IMPLEMENTATION (97 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Elementary school Media Centers are becoming a more important part of the curriculum as more emphasis is placed on reading and individual progress. The resources are available to the students who must now learn to use them effectively.

This project had two related goals. First, to delineate objectives to library/study skills at the fourth grade level and to organize activities to be used to help students reach these objectives. Second, to use these activities with a group of students and evaluate their effectiveness by using a pre-test and post-test.

PROCEDURE. Action research was used for this project because of the limitations involved. A search of the related literature was done in the areas of rationale for teaching the skills, effects of activity-oriented programs, integration into the total curriculum and teacher-librarian cooperation to assure relevance. Ideas for activities were collected and an instrument was selected.

Classes were chosed at random for the control and experimental groups. The activities were constructed with a variety of formats. The pre-test was given, the program implemented and the post-test administered. Data was gathered and a t-test and tables showing comparative data were completed.

FINDINGS. By applying the t-test to the data gathered, the null hypothesis was rejected at the .001 level of significance. This means that a significant difference in the mean scores was found at the level tested.

From the tables constructed, it was evident that the mean gain of the experimental group was 12.8 percent larger than that of the control group. Observations were made regarding individual scores and scores on the upper and lower extremes. On all skill areas tested, the experimental group scored higher mean gains than the control group.

CONCLUSIONS AND RECOMMENDATIONS. According to the results of the t-test, it is implied that the activities used with the experimental group did make a significant difference in the final test scores. Data from the tables confirmed this also. Since in all five areas tested, the experimental group scored higher gains than the control group, the activities used in all areas were effective to some degree.

While post-test scores did show a significant gain in the experimental group, there was still much room for improvement. Students still need more reinforcement in these areas. This coincides with the objectives of the district involved as they do not expect mastery of these skills until a later grade level. However, because the control group did score lower, it is obvious that future work with these children should involve actual work in the Media Center as well as in the classroom.

Doerger, Sister Christine, O.S.F., M.S. in Ed., July, 1978

A PERSONALIZED MATHEMATICS LEARNING CENTER FOR SELECTED JUNIOR HIGH STUDENT WHO ARE EXPERIENCING DIFFICULTIES IN, AND WHO EXHIBIT NEGATIVE ATTITUDES TOWARD, MATHEMATICS - SECOND EDITION (79 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The author, in her role as a junior high teacher, has observed the embarrassment and frustration of poor mathematics students in the classroom. When student experience repeated failures in math, it is very likely that they will develop a negative attitude concerning the subject. Negative attitudes prevent many of these students from even trying. It is the intent, then, of this project (1) to develop more positive attitudes towards and interest in mathematics and (2) to improve students' basic mathematics skills.

PROCEDURE. The first edition of this research project was conducted during the 1974-75 school year at St. Joseph's School, Evansville, Indiana. Four eighth grade students were selected to participate based on scores from a diagnostic mathematics test and the results of an attitude inventory survey. The project was conducted for a six week period and used a creative, personalized mathematics learning center made by the author. This center contains posters, games, drill cards, and worksheets directed at the subjects' particular interests for the correction of individual weaknesses. This particular center focused on fractions. To evaluate the project's effectiveness, students were retested using the same diagnostic instruments.

In the second edition of this research project, the individualization techniques implemented in the first edition were expanded in an attempt to meet the needs of all students and to cultivate within them feelings of pride and self-worth. The author for school years 1976-1978 continued the research at Sacred Heart School in Fairfield, Ohio. The author, using the Scotts, Foresman 1975 Math series, Mathematics Around Us, developed guide sheets for each chapter. All students worked at their own pace and only on their weak skill areas. If a student understood most of a chapter, determined by the pre-test, the student did the enrichment exercises. Some extra credit work was required. For extra credit, games from the first edition project were used. Small group work was used to prepare for the chapter test. The student was allowed to proceed to the next chapter only if the test was passed with an 80% or higher accuracy. Each year the author seeks additional ways of approaching students weak in the cognitive and affective domains of math, thus allowing for continual revision of this program.

CONCLUSION AND RECOMMENDATIONS. Upon review of both editions of this project, the author states that the students reacted favorably, that is the students exhibited increased effort and felt privileged and important. Each year is a new beginning, and hopefully each year the author will find less failures, more successes and more satisfaction on the part of the students in their learning the great art of mathematics. The author makes recommendations to other mathematics teachers to carefully develop mathematics classrooms to bring out the best in students. To do this, the teacher must draw on his/her own knowledge, style, and experience and adapt these personal resources to fit both immediate and long range goals. From these goals, the teacher must develop his/her own specific classroom activities. He/she should feel no limitation from one specific method, but rather adapt without hesitation whatever techniques he/she believes will work best for the given objectives, for the students in his/her care, and for him/herself.

Dowd, Anne, M.S. in Ed., July, 1978

THE DEVELOPMENT OF AN ELEMENTARY SCHOOL GUIDANCE PROGRAM MODEL FOR THE CARLISLE LOCAL SCHOOLS, WARREN COUNTY, OHIO (106 pp.)

Faculty Adviser: Eugene K. Moulin, Ph.D.

PROBLEM. The arguments given for the need of guidance counselors in elementary schools are numerous. It seems the most logical argument is that children would receive assistance in time to prevent the development of more serious problems. The two elementary schools at Carlisle do not have a guidance program at present, although a definite need does seem to exist. The local superintendent suggested that the implementation of a guidance program might be facilitated if there was a written, comprehensive program designed specifically for the primary and intermediate schools. Thus, the purpose of this study is to develop a written, comprehensive elementary school guidance program model for primary and intermediate schools with the Carlisle Local School System.

PROCEDURE. The study is focused primarily upon the developmental phase rather than the implementation phase of the program. Methods of developing a program model for the elementary school were derived from both the review of related literature and from information from local guidance personnel who have had experience in the development of elementary guidance programs. The Guidance Practices Inventory, a needs assessment instrument developed by the Ohio Department of Education, was used to determine which guidance services were the most important to the staff of the two schools. The responses were ranked on the basis of (1) the percentage of teachers requesting assistance in specific areas, and (2) a five point scale assessing the value perceptions of the responses. From these ranked responses, ten objectives were formulated to serve as guidelines for the guidance program. These objectives provided the basic recommendations for the development of the program model.

FINDINGS. Based on the Guidance Practices Inventory, a need was determined to be significant if the percentage of teachers requesting assistance exceeded seventy percent and if there was a value score of 3.5 or greater on the scale of value perceptions. Four areas were identified as needs in Category 1 - Securing Information About Students. Teachers indicated little need (less than seventy percent) in Category 2 - Providing Information to Students Individually and In Groups. However, teachers indicated four areas of need in Category 3 - Assisting Students and Parents. Four areas of need were also listed from Category 4 - Working with Staff, Parents, and the Community. Teachers' responses in Category 5 - Using Principles of Learning Which Have Personal Value and Meaning To Students - were less than seventy percent on all items in this category. Based on the twelve indicated needs, ten objectives of an elementary guidance program were developed. The program model objectives listed in this study used the following format: cites the need assessment, states the objective, lists responsibilities and activities, states materials needed, and indicates the timeline for implementation.

Droesch, Kathleen, M.S. in Ed., July, 1977

A HANDBOOK OF ACTIVITIES TO AID THE SECONDARY CONTENT AREA TEACHER IN TEACHING READING SKILLS SPECIFIC TO MATHEMATICS, VOCATIONAL EDUCATION, HOME ECONOMICS, SCIENCE, BUSINESS, SOCIAL STUDIES, PHYSICAL EDUCATION (HEALTH) (96 pp.)

Faculty Adviser: Rita E. Klosterman, Ph.D.

PROBLEM. Some high school students appear to have difficulty in the content areas due to the lack of reading skills necessary to cope with the structural language and concepts of social studies, mathematics, science, home economics, business, vocational education, and physical education (health) as presented in textbooks. The teachers of these various subjects could be helpful to students, but the teachers themselves are at a loss as to exactly what they can do to help.

The intent of this project was to provide teachers of the above mentioned subjects ideas for teaching vocabulary and comprehension skills specific to the individual subjects.

PROCEDURE. A descriptive approach to the problem was used with the basic research for this handbook accomplished through a search of the related literature in the field of reading in content areas in secondary schools. In addition, a handbook was designed containing activities for use by classroom teachers in secondary content subjects.

Textbooks that are currently in use in Kettering City High Schools were used as a basis for the materials.

Activities included the whole class, small groups or individuals allowing for the differences within a classroom. This handbook was designed explicitly for use by content area teachers.

CONCLUSIONS AND RECOMMENDATIONS. It is generally agreed upon that high school students need help in reading the various content subjects, and all teachers should be involved in this process.

Content teachers need a handbook because of the feeling of inadequacy that they are not qualified to teach reading skills. The reading specialist can also work with subject area teachers in preparing activities to coincide with specific content.

Careful thought should be given to the assignment of reading materials. Underlying all activities and assignments should be a clear purpose. Content area teachers can help students to outline a purpose. Teachers should give students a reason to read.

Duffy, William Douglas, M.S. in Ed., December, 1979

AN ACTION ANALYSIS OF TEACHER ACCEPTANCE OF STUDENT RESPONSES AND TEACHER QUESTIONS ON THE COGNITIVE LEVEL OF EVALUATION IN SOCIAL STUDIES DISCUSSIONS (106 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Teachers have a tremendous responsibility in making students accepting of each other's ways, while at the same time developing critical thinking skills necessary to cope with our complicated world. Many teachers become bogged down in memory type recitation ignoring higher cognitive level classroom interaction. Success in the modern classroom depends upon the teacher. Teacher classroom behavior can be modified to meet these ever-increasing needs. The purpose of this action study was to analyze teacher behavior, consisting of both teacher acceptance statements of student ideas and teacher questions which use the higher level cognitive skill of evaluation, to improve the quality of classroom social studies discussions.

PROCEDURE. Forty-three seventh and eighth grade students from Cornell Heights Elementary School, Dayton, Ohio participated in this study. Students were selected by recommendations of the reading teacher using the Moments Levels and Stage Six of the Houghton Mifflin Reading Series as criteria. Students on this level were able to use higher level cognitive skills.

Five complete social studies lesson plans were made. Bloom's Taxonomy of Educational Objectives was used to develop lessons on the evaluation level. All five lessons monitored teacher acceptance of student ideas and teacher questions measured by Flander's Expanded Interaction Analysis System. Some of the variables from lesson to lesson were content, materials, and the students. Content topics selected ranged from consumer education (decision making) to the principles of federalism, causes of the Civil War, the Jim Crow laws, and the Soviet Union. Four sessions were conducted [illegible] a small group experimental setting with the fifth being conducted in [illegible] typical classroom setting. Each taped lesson ran at least eleven minutes. A twenty-two category matrix was developed after each lesson. Special emphasis was given to the subcategories of 3-1, 3-2, 3-3, 3-4, 4-1, and 4-2. Using Flander's formulas, teacher talk, student talk, the indirect/direct ratio and revised indirect/direct ratio were computed.

An analysis of each individual tape and a final analysis of all tapes were written. Each matrix analysis focused on specific aspects of teaching behavior.

FINDINGS. Examining patterns or trends in the researcher's teaching behavior, it was found that he averaged about eight percent of the total tallies in category three for all five lessons. The researcher averaged slightly over nine percent of the statements as questions for all five matrices. Only one percent of the tallies were used for low level questions while over eight percent of the tallies were for broad, open questions. Eleven percent of the total matrix interaction time was spent on lecturing. About twelve percent of the time was spent in column three and sixteen percent of the time in column four. Thus, twenty-eight percent of the time was spent in acceptance of student ideas and asking of questions.

Teacher talk for all five lessons averaged about fifty percent. Student talk averaged about forty-six percent. The indirect-direct ratio was .77 and the revised indirect/direct ratio was .99.

CONCLUSIONS AND RECOMMENDATIONS. Based on the findings, it can be concluded that the researcher was an indirect teacher in these five taped lessons. Although the data presented a very positive picture of this study's success, laboratory situations used on four tapes controlled possible discipline problems created by students who possibly were not able to function successfully in this type of discussion. This research evidenced a relationship between being an indirect teacher and attempting to carry on class discussions at the cognitive level of evaluation.

The researcher suggests use of videotape equipment in future research to examine non-verbal behavior for teacher behavior patterns. In addition, evaluation questions in such lessons should be precisely written before each taped discussion. Coding was especially time consuming. It is strongly suggested that an enlarged matrix be used during coding to allow for quick accurate matrix recordings of all the expanded subcategories.

Eggers, Genevieve M., M.S. in Ed., December, 1978

A STUDY OF PARENT EFFECTIVENESS IN EXTENDING CHILDREN'S READING COMPREHENSION (87 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. The need for parental involvement in the reading program has been stressed by educators. Parents often ask teachers how they can help their child improve reading comprehension. Recent literature indicates that parents can serve as effective tutors of their children when provided with training and/or guidance materials.

Findings from psycholinguistic research indicate some activities which are particularly beneficial in developing reading comprehension. These activities help the child develop the graphophonic, semantic, and syntactic cue systems and the predicting, confirming, comprehending strategies to arrive at the writer's message.

The purpose of this study was to determine the effects on children's reading comprehension when parents act as tutors using psycholinguistic techniques.

PROCEDURE. A group of third grade children from a low average achievement group and their parents were selected for this study. They were randomly placed in either the control group or the experimental group. The parents of children in the experimental group were invited to attend a parent meeting or contacted by telephone to discuss the program goals, procedures and materials. The parents were given a guidebook with activities which evolved from psycholinguistic research. They were also given record sheets to record the amount of time they spent with an activity each day.

The children in both groups were given the Stanford Diagnostic Reading Test, Green Level, Form A as a pre-test and Form B as a post-test. Test scores and record sheets were compared to determine the effectiveness of parental tutoring in improving children's reading comprehension. A questionnaire was also submitted to parents to determine if the program generated any negative reactions from parents or children.

FINDINGS. Although all of the twelve parents in the experimental group expressed an interest in using the materials provided, five parents did not use the materials at all with their children. Three of these parents were prevented from using the materials due to their hours of employment. One of the parents was hindered by severe illness and one felt the program was too difficult to use with a large family. Of the remaining seven parents in the experimental group, two were able to use the program only occasionally. One parent used the program for only one week. Four parents used the program consistently throughout the study.

Test results indicated that those children who were tutored showed average or greater than average growth on reading comprehension and auditory vocabulary tests than the growth that is expected of the average third grade child in a similar time. Only four children in the control group showed average or greater than average growth in these areas.

The children in the experimental group who were not tutored and eight children in the control group showed less than average growth. Some of these children showed regressions on the test scores of as much as six months. Although the children who were tutored were not the only children who showed growth in auditory vocabulary and reading comprehension, the consistency with which the experimental group exhibited growth appears to indicate the effectiveness of the tutoring. Further support may be found in the test results of the children receiving more extensive tutoring. Their scores indicated the greatest growth in these areas.

There were factors which became apparent in this study which possibly influence children's reading comprehension. In addition to the prescribed tutoring, hours during which the parents were employed, home situations which cause emotional upset and family size may all have an effect on children's reading comprehension.

CONCLUSIONS AND RECOMMENDATIONS. Parents in this study who tutored their children with the psycholinguistic techniques provided were effective in improving their children's reading comprehension. The parents in this study who used the guidebook found the activities easy to facilitate and enjoyable to use.

In this study the number of children who were actually tutored was relatively small. A more complete evaluation could be effected if the study were conducted with a larger number of children and parents.

Eisenberger, Sister Ellen, M.S. in Ed., July, 1977

THE ROLE OF QUESTIONS IN THE DEVELOPMENT OF THE THINKING SKILLS OF PRIMARY CHILDREN (76 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. This project was designed to study the use of questions to stimulate modes of thinking in primary children. The writer hypothesized that if primary children were asked questions above the memory level, they would be capable of responding on the higher levels.

PROCEDURE. A descriptive methodology was used. The study was conducted with thirty first grade students at St. Mary's School in Rome, Georgia. The students participated in the study during the Guidance Lesson. There were eight half-hour sessions in which the students participated in large group instruction. Each lesson was conducted in the same manner. Lead questions were asked to stimulate discussion. A filmstrip was presented. The students were asked questions during and after the viewing of the filmstrip. During the sessions, questions were asked in six categories of thought: memory, translation, interpretation, application, synthesis, and evaluation. Each session was taped and the student responses were charted and analyzed.

FINDINGS. There was a total of 216 questions with 370 child responses. Out of those responses, 346 were judged to be on the level of the question asked, and 24 were judged to be irrelevant. Average and low average students participated as eagerly in the sessions as did the brighter students. Average and low average students often answered questions on the interpretation, synthesis, and evaluation levels. The brighter students gave just as many irrelevant answers as did the average and low average students. Application questions were the most difficult to formulate. Students' answers to the applications seemed limited by their vocabulary. More irrelevant responses were made to application questions than to any other category of questions.

CONCLUSIONS AND RECOMMENDATIONS. The evidence suggests that primary children can respond to the higher-level questions and that such questions can engender creativity and concept formation. At times language seemed to be an obstacle to thinking; the students seemed to know more than they could verbalize.

The writer recommends this type of project to anyone who is interested in studying the effects that various categories of questions have on the level of thinking produced. Sander's categories built on Bloom's Taxonomy are useful in helping to formulate questions for the various levels of cognition. The writer also recommends that future projects of this type be conducted in other areas of the curriculum especially social studies and science. Such projects would also help teachers become more aware of the kinds of questions they most often use.

Faust, Ellen M. M.S. in Ed., August, 1980

CRITERIA FOR TEACHER EVALUATION PROGRAMS COMPARED TO PRACTICES IN THREE OHIO SCHOOL DISTRICTS (69 pp.)

Faculty Adviser: Herman Torge, Ph.D.

PROBLEM. The study explored teacher evaluation programs to determine whether they provided for professional development and the improvement of instruction. The evaluation practices were compared to a set of six criteria identified through a search of the literature to be necessary for effective evaluation. The presence of the criteria and their necessity to quality evaluation were investigated. A comparison was also made of the views of two teacher groups, those on limited contracts and those on continuing contracts.

PROCEDURE. A review of the literature provided six criteria considered necessary to quality evaluation programs. These six items were the variables used to compare to the practices in three exemplary districts. These districts were determined through expert input.

Three schools in each district, an elementary, a junior high or middle school, and a high school, were included. Principals in each participating school and the central administrator responsible for teacher evaluation in each district were interviewed. Teacher data was collected by the use of a researcher designed questionnaire.

The University of Dayton computer service compiled questionnaire returns by frequency count, percentages, means, and standard deviations. Computerized data was examined and analyzed. A comparison of criteria and practice was made for all districts and by district. Responses by contract status were described.

FINDINGS.

1. Two of the three districts met the criterion for regularly scheduled evaluation.
2. Over a third of the teachers were unaware of teacher input into the evaluation procedures or if the review of the programs occurred.
3. Most classroom observations were less than thirty minutes or a complete lesson.
4. Teacher agreed that post-observation conferences improved communication.
5. Clear understanding of procedures and the criteria for evaluation judgements were closely related to meetings for the sole purpose of explaining procedures and criteria.
6. All districts provided a flexible approach to evaluation.
7. Administrators in each district agreed to the presence or absence of a criteria with consistency.
8. The results of evaluation showed that teachers respond favorably to observation, that evaluation was not likely to change instruction, and that insufficient attention was given to problems identified by evaluation.
9. Teacher views by contract status showed little difference.

CONCLUSIONS.

1. Expert input did not provide an accurate method of determining exemplary districts.
2. Teacher input in evaluation programs is not an important consideration to more than a third of all teachers.
3. Classroom observations are perceived to be helpful to teachers.
4. Teachers consider post-observation conferences a method of insuring communication with evaluators.
5. The clear understanding of evaluation procedures and the criteria by which teachers are to be judged are highest in districts which hold meetings for that sole purpose.
6. Flexibility to deal with individual, school and classroom differences is present in evaluation programs in each research district.
7. Despite insufficient support and attention to problems identified in the evaluation process, teachers regard evaluation as an important means of professional development.
8. Administrators and teachers perceive their districts similarly.
9. Limited contract teachers feel less at ease during classroom observations but hold more positive views of evaluation than continuing contract teachers.
10. The presence of a criterion does not assure quality evaluation.

RECOMMENDATIONS.

1. An alternative method of identifying exemplary school districts should be used. Expert input was not an altogether successful method for identification.
2. The commonly shared views of administrators and teachers of their evaluation programs should be used as a basis upon which to improve professional development and instruction.
3. There is a need for districts to quantify criteria and to make them more explicit.
4. The need to provide a well-developed process for attention and help for teachers who have problems identified during evaluation is indicated.

Even in the most exemplary district, the addition of a criterion to structure support is required to improve instruction and promote professional development.

Figge, Sister Charlene, C.D.P., M.S. in Ed., June, 1979

USING MICROTEACHING AS A MEANS OF SELF-EVALUATION (51 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Assuming that all educators are interested not only in the learning acquired by their pupils, but also in their own learning and improvement as teachers, the problem lies in the question of how an educator can assess his or her own improvement as a teacher. The purpose of this study is, first of all, to determine by a systematic means of assessment whether this teacher exerts direct or indirect influence upon the class through her verbal behavior. Secondly, the purpose is to provide regular opportunities for the teacher to set up experimental lessons in which she could plan, predict, and examine the outcomes of different types of lessons, and with different types of students. Throughout this study, the types of teaching strategies employed would be examined, improved upon, and re-evaluated as tools of effective interaction.

PROCEDURE. The study included all eighteen students from the sixth grade at Mount Providence School in St. Louis, Missouri and extended from January through May, 1979. The nature of this project was a descriptive study. Since it was difficult to involve the whole class in a lesson which could then be analyzed, the microteaching method was employed. The microteaching groups were varied, depending upon the type of lesson to be taught. The content of the microteaching lesson was in the area of Social Studies. Each lesson was presented to three different groups. Seven micro-lessons were typed and analyzed using the Flanders System of Interaction Analysis to determine whether direct or indirect teaching took place. In order to carry out the secondary purpose of this study, all lessons were planned and predictions were made accordingly. Some lessons were designed as discussion-type lessons. Others were selected for creative thinking, planning and group cooperation lessons, and still others as map reading lessons followed by discussion.

CONCLUSIONS AND RECOMMENDATIONS. Although the types of lessons varied, the results showed that the writer was much more indirect than direct in all cases. By using the Flanders System of Interaction Analysis throughout the study, the writer was able to notice both strengths and weaknesses in her verbal interactions with the children. Since all of the micro-lessons were conducted in the area of Social Studies, the writer recommends that as a follow-up a similar study be conducted in one or more of the other subject areas to determine if the writer consistently exhibits indirect influence. A further recommendation would be to conduct this same study with a different group of students, perhaps the following year, and then a comparison made of the results of both studies.

In conclusion, this study has been an attempt to discover and describe the writer's particular pattern of teaching. The writer sees it not as a finalized project, but as a step toward further growth.

First, Sherrie A., M.S. in Ed., August, 1980

DESIGNING AND IMPLEMENTING ACTIVITIES TO TEACH VOCABULARY CONCEPTS (103 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Students with a restricted meaningful vocabulary usually have trouble with reading comprehension. The classroom teachers are in need of simple and practical activities to improve the meaningful vocabulary of the students of St. Rose. The author will have available materials and will be able to show proof that vocabulary development will improve not only vocabulary scores but also reading comprehension.

PROCEDURE. An action research project was limited to fourth, fifth, and sixth grade students in St. Rose School, Lima, Ohio.

A pretest, Stanford Reading Achievement, Form A, Intermediate Levels 1 and 2, was administered to the group of sixteen students.

FINDINGS. Vocabulary is a fundamental element of reading and some teachers have failed to realize that vocabulary has a vital part in all subject areas. Vocabulary is acquired and it is the responsibility of every teacher to teach the vocabulary in their content areas. Success or failure in school could easily be determined by the student's vocabulary.

1. Major causes for deficiencies in a meaningful vocabulary were attributed to [illegible]) intelligence, 2) diseases or defect, 3) English being the second language in the home, 4) economic status of the parents, and 5) teachers not wishing to spend the time on improving student's vocabulary.

Different techniques of diagnosing a limited meaningful vocabulary have been suggested by Harris, Farr, Larksen, and Ekwall. After determining a student's need in meaningful vocabulary, instruction should begin. Vocabulary development should be an unified continuous process, but an isolated or formal study of words or definitions.

Meaningful vocabulary does improve with instruction as research proves, although there is no best method to present words. The four standard approaches to increase meaningful vocabulary are 1) the wide-reading approach, 2) the word-origin approach, 3) the structural-analysis approach, and 4) the dictionary-study. Vocabulary teaching procedures are classified as either direct or context. Vocabulary training should 1) be interesting and challenging to students, 2) provide positive reinforcement for learning, 3) be self-pacing or otherwise individualized to pupil needs, 4) stress a wide variety of activities with words, and 5) emphasize words of permanent value.

CONCLUSIONS AND RECOMMENDATIONS. Although the sixteen students who had direct teaching of meaningful vocabulary made a significant gain in vocabulary, the author would not plan to cover as many different approaches in an eighteen week period of time and would have a control group if doing a similar project again. The students did not have enough time to thoroughly absorb all the concepts in the eighteen week period.

The author would like to see more vocabulary taught in all classes. Teachers should be encouraged to teach vocabulary in whatever area they teach. Teachers need to understand that every teacher is a teacher of reading and that success of the students can be obtained by teaching vocabulary.

Foster, Nancy Sever, M.S. in Ed., December, 1979

A SAME-GRADE PEER TUTORING PROJECT IN A FOURTH GRADE LANGUAGE ARTS CLASS (82 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. The writer had a concern for her students who were reading below grade level. A survey of the literature pertaining to remedial programs indicated that peer tutoring was a very effective way of providing the individualized help these disabled readers needed. Few controlled experiments using children on the same grade level as tutor-tutee pairs have been reported in the literature. The writer conducted this action research to study the effects of same-grade peer tutoring on learning gains for both tutors and tutees in her fourth grade language arts class.

PROCEDURE. This tutoring project took place in the writer's fourth grade language arts class at Bauer School, Miamisburg, Ohio, City School District during the 1978-79 school year. The class was composed of sixteen average readers and seven remedial readers. The seven students in need of instructional help were paired with average achieving tutors. The remaining average readers were used as a control group. Pre-testing and post-testing results were used to measure reading achievement gains by the tutor, tutee, and control group children. Tutoring took place for one-half hour three times a week during the four-month experiment. The control group worked with the teacher in the Harper Action program and in the preparation of the Scholastic News Explorer for presentation to the total class. The seven tutor-tutee pairs worked in a separate classroom under the supervision of an aide. Their learning activities included drill in vocabulary, structural analysis skills, and spelling. Oral reading was also a part of the tutoring sessions.

FINDINGS. Results from the pre- and post-testing showed the tutor, tutee, and control groups all made statistically significant gains in inferential and total comprehension. The tutor and tutee groups also made signigicant gains in structural analysis. There was no statistical difference in the mains made in all categories by the tutor group and the control group.

CONCLUSIONS AND RECOMMENDATIONS. The tutees made such large gains in comparison to their past achievement that the writer thinks one can safely assume that the tutoring did make a positive contribution to the change. Since both the control and tutor groups made approximately equal statistically significant gains in achievement, the experiment did not prove that the tutoring experience contributed to the gains of the tutor group.

The writer recommends that further research in same grade peer tutoring be conducted with larger samples of children and with a control group for the tutees also. With a large group of children involved, variables other than beginning reading can be identified and their influence on results evaluated. A valid objective measure of self-concept needs to be located or constructed so that the emotional effect of this type of tutoring can be evaluated more satisfactorily.

Fox, Laurie D., M.S. in Ed., August, 1980

A HANDBOOK FOR TEACHING READING COMPREHENSION SKILLS IN GRADES THREE THROUGH SIX (86 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Reading comprehension is not taught effectively or consistently in many elementary school classrooms.

The purpose of this study was to develop a handbook for teaching reading comprehension skills in grades three through six utilizing the concrete experience to the abstract concept approach.

PROCEDURE. A descriptive approach was used. Basic research for this project was completed through a search of the related literature in the areas of teaching reading comprehension in the classroom and effective teaching techniques of reading comprehension skills.

Techniques presented in the handbook were utilized in the classroom by classroom teachers and the writer.

FINDINGS. The format of the handbook was designed to provide concrete experiences for the students and to proceed to the abstract reading comprehension skills to be mastered. Introductory lessons were suggested in each section to provide opportunities for concrete experiences.

The introductory lessons were followed by reinforcing activities designed to enable the students to achieve mastery of the reading comprehension skills to be learned.

RECOMMENDATIONS. Teachers should be encouraged to use the concrete to abstract format consistently when teaching reading comprehension skills. Workshops and inservice sessions should be provided by school districts so that teachers have an opportunity to become aware of methods of teaching reading comprehension skills.

Opportunities for teachers to ask for suggestions, demonstration lessons, or observation of teaching procedures by master teachers of reading should be an integral part of the workshops or inservice sessions on teaching reading comprehension skills.

The sharing of successful teaching techniques could be printed in district publications, discussed in school staff development sessions, or displayed on faculty bulletin boards in each school.

Evaluators should be more thoroughly educated concerning concepts to be taught in reading comprehension and in techniques used to teach the necessary comprehension skills. Evaluation would be more beneficial to teachers if the evaluators were more aware of the concepts and techniques involved when teaching reading comprehension skills.

Gelormino, Sandra Marie, M.S. in Ed., December, 1977

PEER TUTORS: THEIR READING ACHIEVEMENT, SELF-CONCEPTS AND ATTITUDES TOWARD READING (57 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. Peer tutoring is a time-honored practice which has been used from the days of Roman antiquity to the present day. Although it has been used in most subject areas, at this time peer tutoring is most frequently used in the area of reading.

The intent of this paper was to report on the reading recognition, reading comprehension, self-concept and attitude toward reading of low-achieving fourth and fifth grade children who were trained to serve as tutors for low-achieving first, second, and third grade children in a carefully designed program, the Supplemental Reading Program. This study took place in one of the Dayton City Public Schools during the first quarter of the 1977-78 school year.

PROCEDURE. A descriptive approach to the problem was used with the basic research for the study accomplished through a review of the related literature in the area of peer tutoring. Attention was primarily focused on peer tutoring used in reading programs at the elementary level in which both the tutors and those being tutored were in need of remedial assistance in reading.

In addition, during the first quarter of the school year fifteen fourth and fifth graders were actively involved in tutoring. They participated in three training sessions in which they were taught specific procedures to follow in tutoring. These fourth and fifth grade children engaged in tutoring for fifteen minutes daily. Besides serving as tutors, these children received instruction in reading themselves geared to their specific reading needs. The children were pre-tested in September and post-tested in late November using the reading recognition and reading comprehension subtests of the Peabody Individual Achievement Test, the Self-Concept Instrument -- A Learner Scale and the San Diego County Inventory of Reading Attitude. These tests were administered individually to each child.

FINDINGS. An analysis of the pre-test and post-test scores in reading recognition and reading comprehension showed that fourteen of the fifteen tutors in the Supplemental Reading Program made gains in each of the tests. With the exception of one, the tutors also made gains on the self-concept measure. On the attitude toward reading measure all tutors but one either maintained their scores or made gains.

Problems faced in the study were: 1) the short duration of the study which may not have allowed time for significant changes to occur, 2) inability to determine if the students were answering some self-concept and attitude questions in reference to their homeroom class rather than the Supplemental Reading Program class, 3) the issuance of report cards during the week prior to the post-tests which may have affected some answers to certain self-concept and attitude toward reading questions.

CONCLUSIONS AND RECOMMENDATIONS. Peer tutoring can enhance the reading achievement, self-concept and attitude toward reading of some low-achieving readers who serve as tutors in a supplemental reading program. It is recommended: 1) in future studies of this type that a control group be established when and wherever possible so that the data can be subject to further statistical analysis 2) the duration of similar studies be lengthened, 3) remedial reading instruction should supplement rather than replace classroom reading instruction in order to remove some of the stigma associated with special classes and to allow the child more interaction with his peers, and 4) regular communication between the Supplemental Reading Program teacher, the classroom teacher and the parents of the children be established to facilitate the acquisition of needed reading skills by the participants.

George, Sister Mary Janet, O.S.F. and Sister Lucretia Schantz, O.S.F., M.S. in Ed., July, 1976

CREATIVE CAREER CENTERED CURRICULUM COURSES (111 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Interest in careers can be stimulated, and made relevant, through a well integrated academic program, thus bridging the gap between study and the world of work. Working with the resources of a given community from initial planning to implementation provides a united front against the possibility of early teen-age drop outs.

PROCEDURE. Self-evaluation tests as related to the students' environment revealed student values and aptitudes. On this basis, field activities of high career interest were initiated in the basic junior-high curriculum. These activities lent themselves to growth and self-direction toward possible and probable career cluster choices discovered in a particular locale. Approaches and activities varied greatly due to opportunities, student-teacher interest and community support. This study plan was carried out in rural communities of three school districts in east-central Wisconsin involving approximately five hundred students over a period of four years.

FINDINGS. Career education has been introduced into public school systems with the help of federal funding. Audio-visual material centers are provided for their students. However, as a private school system we have found a solution to achieve a comparable level of interest with very little funding and at the same time, provide an additional dimension by making it creatively Christian, while utilizing community resources. Obtaining the help of individual businessmen in assisting students to discover local careers and probable opportunities, eliminates educational financial burdens, and establishes excellent public relations among people in business, industry and school of a given community.

CONCLUSIONS AND RECOMMENDATIONS. A study of a community at large, keeping in mind basic career opportunities as related to natural resources within the area, must be brought to the awareness of each teacher. Teachers can then bridge interest gaps between home and school and between parents and students, thus providing a united Christian educational front. As a community becomes aware of this need, their interest level increases and the motivation given by the school staff can foster an atmosphere of an evolving unity for purposeful living through careers in Christian growth.

Gilmore, Eila Mae, M.S. in Ed., June, 1979

A STUDY OF READABILITY FORMULAS AS A VIABLE DETERMINANT OF LEVELS FOR CHILDREN'S BOOKS (74 pp.)

Faculty Adviser: John Geiger, Ph.D.

PROBLEM. Reading ability can be measured and, once established, can serve as a guide in the selection of materials offered to individual students. To be effective, the reading level assigned to the student should correspond with the reading level of the material.

Problems abound when teachers attempt to use grade placement guides to assign reading material. Some grade level scores have too broad a range, and publishers' estimates are often at variance when checked against popular readability formulas. School librarians have been known to recommend eighth grade level books to fourth grade classes on the basis, presumably, of some indicator. In this study, the author uses the same formulas to score and plot the grade levels of twelve books which are commonly assigned by junior high school teachers as required reading.

PROCEDURE. A descriptive research method was used. Manual application of the Fry, SMOG, and Flesch readability formulas was employed to determine the readability of twelve children's books chosen for this study. The University of Dayton's computer was used for the purpose of applying the Dale-Chall formula.

One hundred word samples were chosen at random from each book. Each sample received a readability rating from each of the four formulas. So that each book could have only one readbility score per formula, the researcher used the average of the ten samples. The research resulted in four readability levels for each book. These levels were compared with the book publishers' readability listing. An analysis of the comparisons was then made and conclusions reached.

FINDINGS. Every book tested yielded a range of at least four grade levels. The researcher determined that low grade levels resulted from samples that contained conversation. Since children usually read library books independently, this findings suggests that samples containing no conversation be used in determining the grade levels of children's books.

By adjusting the SMOG grade level two grade levels lower (which is the grade level one would get if one expects only seventy-five percent comprehension), the Fry, Dale-Chall, Flesch and SMOG levels compare fairly well - ranging from complete agreement (.0 difference) to a maximum difference of 2.1.

This research suggests that sentence length is the most important factor determining readability. The research also points to the SMOG formula as the best one to use when assigning library books as independent reading.

Gisclard, Janet L., M.S. in Ed., August, 1976

SELF-CONCEPT OF THE UNDERACHIEVER IN RELATION TO THE RANDOM HOUSE HIGH INTENSITY LEARNING SYSTEMS READING PROGRAM AT ORVILLE WRIGHT MIDDLE SCHOOL IN DAYTON, OHIO (66 pp.)

Faculty Adviser: Rita E. Klosterman, Ph.D.

PROBLEM. The remedial reader of middle school age has experienced years of continued failure in his attempts to master mature reading skills. He has become frustrated with material that is far beyond his capabilities and yet rejects material that is below his maturity and interest level. Such frustration and failure lead to the development of a low self-concept.

The intent of this project was to determine whether or not the self-concept of the remedial reader was, in any way, affected as a result of the involvement in the Random House High Intensity Learning Systems-Reading program. This was a program of skills management designed to meet the individual needs of each of the students. It was hypothesized that there would be no significant difference in the self-concept among readers before they used the Random House program and after they used the program.

PROCEDURE. A one-group test design was selected to test the hypothesis. The establishment of a control group was impossible as this was the only program of its kind in the building.

Seventy students from grades six through eight were selected to be included in the program. These students were tested using the Houghton-Mifflin Informal Reading Inventory and were found to be on Stage I or below. Each of these students was then given the Self-Concept Instrument -- A Learner Scale upon entering the program in October, 1974 and again seven months later in May, 1975.

FINDINGS. The scores from the self-concept instrument were divided into five groups based on the students' reading levels. These levels ranged from .1 through 5.8 grade levels.

It was found that for each of the groups there was no significance. For this reason it was determined that the hypothesis could not be rejected.

CONCLUSIONS AND RECOMMENDATIONS. There are several factors that should be considered when examining the results of this study. The self-concept measured at the beginning of the project was that of remedial students drawn from regular classes. These students were aware of their presence in this type of class and this had a deleterious effect on their attempts to succeed and, accordingly, on the improvement of their self-concept.

It is possible that the self-concept will not change over such a short period of time regardless of the type of program involvement. Further, the students were not given any reading instruction in any other class, i.e., content areas. The benefits of the specialized reading could have been diminished by failure to succeed in other classes.

Should there be any attempts made to improve upon the results of this study, several changes should be considered. In order to strengthen the statistical portion of this study, a control group should be established.

Direct attempts should be made to abolish any association between special classes and low intelligence. Also, if possible, more time should be allotted for changes to occur between the pre-test and the post-test. Lastly, there should be included more teacher-led activities despite the interruption of the program itself.

Gitzinger, Mary Logan, M.S. in Ed., August, 1980

A STUDY OF CITIZENSHIP EDUCATION ON THE SECONDARY LEVEL AS IT RELATES TO PARTICIPATORY DEMOCRACY (86 pp.)

Faculty Adviser: Herman Torge, Ph.D.

PROBLEM. Citizenship Education (CE) for high school students entails cognitive and affective components as well as the broader context of social participation. The "hidden curriculum" also plays a vital role in the learning processes of CE. These forgoing aspects of CE must be identified, defined and evaluated if effective programs are to be implemented.

Focusing on the student as an individual citizen, it would be helpful to identify his own perceptions of the sociopolitical world in order to address his educational needs more directly. Rotter's Internal/External Locus of Control was used in this study to achieve this purpose.

PROCEDURE. With the cooperation of two social studies teachers at a suburban public high school in the Dayton metropolitan area, the study was conducted over a nine-week period, (January 25, 1980 to March 28, 1980). The purpose of the study was to determine if courses in Civics or State/Local Government make a difference in the students' perceptions of Internal/External Locus of Control (IE).

In this study, the IE was administered at the beginning of the nine-weeks course as a pre-course inventory, and again at the end of the nine-weeks as a post-course inventory. The data were then tabulated by computer and appropriate statistical analyses were conducted.

FINDINGS. On the IE Mean Scores according to gender, the t test for significance on the Pre-Course Inventory indicates a significant difference, -2.48, but fell to -1.53, below the level of significance on the Post-Course Inventory. This indicates that the differences in beliefs were modified over the nine-week period.

A comparison of the IE Mean Scores for the entire group, composed of those students who took both the Pre-Course and the Post-Course Inventories, yielded a t value of 0.34, below the level for a significant difference between the two inventories.

CONCLUSIONS AND RECOMMENDATIONS. Further longitudinal studies should be conducted using both experimental and control groups to determine the variables involved in the learning processes of CE.

Goecke, Sister Ann Joseph, M.S. in Ed., July, 1977

LEARNING CENTERS: AN ALTERNATIVE APPROACH TO FIRST GRADE INSTRUCTION
(75 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Although classroom teachers have been urged to adopt the use of learning centers either to supplement or replace traditional teaching methods, definitions, purposes, and practices regarding their use varies from author to author. Moreover, little data is available which indicates the effectiveness of learning centers in actual instruction.

The purpose of this study was to research the educational principles underlying the use of learning centers, to use these as guidelines in the implementation of learning centers in a self-contained first grade class, and to monitor these centers to determine if they were an effective means of instruction.

PROCEDURE. The educational principles of two movements in contemporary education, the use of stated objectives and open education, and their implications regarding the use of learning centers were researched. Those principles which adhered to the philosophy of the school were selected and three centers were designed and implemented in accordance with these principles.

Data regarding pre-test and post-test scores and the frequency of use of the centers were collected and analyzed to determine if the learning centers were an effective means of first grade instruction.

FINDINGS. Both movements, that of open education and the use of stated objectives, recommend the use of learning centers. Since the basic educational principles of these movements are at times in conflict, their definitions of learning centers, as well as suggested methods of implementation, vary. Before implementing learning centers, it is important that those definitions, purposes, and methods of implementation which agree with the philosophy of a particular school be identified. Learning centers should then be designed which agree with the basic philosophy of the school.

Data collected supported the use of learning centers to introduce first grade reading skills. The effectiveness of the centers was influenced by the ability, previous learning, and work habits of the students, as well as by the amount of time available for students to work in the center.

CONCLUSIONS AND RECOMMENDATIONS. This study supported the use of the learning center in a self-contained classroom to introduce beginning reading skills. It further encouraged the research of principles upon which learning centers are to be built before their design and implementation. Such research will enable the use of learning centers to be an effective alternative to traditional classroom instruction.

Grant, Diane M., M.S. in Ed., July, 1977

A STUDY OF STUDENT ATTITUDES TOWARD BLACK CULTURE IN CHAMINADE-JULIENNE AND VALLEY VIEW HIGH SCHOOLS (33 pp.)

Faculty Adviser: John O. Geiger, Ph.D.

PROBLEM. Technological advances, especially in the areas of transportation and communication, have created a kind of "global village". These developments have resulted in greater interaction with heretofore unknown or ignored cultures. These interactions have heightened our awareness to a variety of cultures. The schools, as a primary area of socialization, have been assigned the responsibility of fostering positive attitudes towards these cultures.

The purpose of this study is to assess and compare the attitudes of high school students toward selected items of black culture. The data obtained will indicate to what extent there is cultural awareness and if there is a need for cross cultural experiences among specific groups. This study will attempt to determine student attitudes and verify the validity of the cultural items incorporated in the survey.

PROCEDURE. A questionnaire, based on the Cultural Attitudes Scales by Zirkel and Greene, was administered to students at Valley View High School, Germantown, Ohio and Chaminade-Julienne High School, Dayton, Ohio. The twenty-five item questionnaire, using a Likert-type attitude scale, limited the students to one of five responses. Students were asked to record their reaction to isolated items of cultural significance. A neutral response designated the lack of knowledge of the item and was assigned a weight of zero for scoring purposes. Scoring was accomplished by assigning a numerical value to each response. The data was analyzed through the use of the Lertap computer program available at the University of Dayton Computer Center.

FINDINGS. The data was tabulated and analyzed with respect to the null hypothesis: (1) there is no statistically significant difference between the attitudes toward black cultural items of students at Valley View and Chaminade-Julienne: (2) there is no statistically significant difference between the attitudes of white and black students at Chaminade-Julienne; and (3) there is no statistically significant difference between the attitudes of white students at Valley View and black students at Chaminade-Julienne. Using the "t" test of significance, all three hypotheses were rejected. More significant than the difference in attitudes is the presence of negative attitudes as expressed by the white students.

Over fifty percent of the white students at Valley View and Chaminade-Julienne recorded neutral responses to over half the items on the test.

CONCLUSIONS AND RECOMMENDATIONS. Although item screenings and validity studies were conducted by the developers of the Cultural Attitude Scales, the researcher questions the universal significance of some items. Further research is needed to assure that the items incorporated in an attitude scale of this type are reflective of the culture throughout the United States, not merely in one region.

In general, the results of this attitude survey demonstrate a lack of knowledge of and/or negative attitude toward black culture items by white students. The results of this study further indicate that exposure to minority group members is not sufficient impetus for the development of positive attitudes toward minority culture. Programs should be initiated to provide meaningful exchanges between races.

Gunderson, Wendy Lewellen, M.S. in Ed., July, 1979

BODY DENSITY AND ANTHROPOMETRIC MEASUREMENT OF YOUNG GIRL SWIMMERS (52 pp.)

Faculty Adviser: Robert W. Boyce, Ph.D.

PROBLEM. Measurement of body composition, that is, the proportions of lean body weight and adipose tissue that combine to form a person's total body weight, is an important procedure not only in the diagnosis of obesity, but also in the evaluation of nutritional status and the monitoring of the effects of diet and exercise on the human condition. Techniques of measuring body composition are but one of many ways of observing physical changes in people who participate in various forms of physical exercise regimens. Efforts have been made to find more practical ways of estimating body composition in large numbers of people outside the laboratory. The measurement of subcutaneous fat by skinfold thickness and other anthropometric measures (diameters and circumferences) has been used to devise regression equations which are reliable and relatively easy to apply, and which accurately predict body composition. However, these formulas have been found to be less reliable when used on subjects who differ from the original sample. As a result, there is a need to formulate additional predictive equations for specific types of populations heretofore relatively unstudied. There has been very little investigation of the use of skinfold, diameter, and circumference measures for prediction of body density in children. Moreover, there has been little investigation of anthropometric and body composition for physically trained prepubescent samples.

Therefore, it is the purpose of this study to:

1. report anthropometric and body composition data of prepubertal girl swimmers.
2. determine correlations between the various anthropometric measures and body density and lean body weight.
3. compare the anthropometric and body composition data of prepubertal girl swimmers with other pre-pubertal female samples.

PROCEDURE. Forty-three nine to eleven year old prepubertal girls, who were active participants in year-round local competitive swimming clubs at the time of the study, were used as subjects. All anthropometric measurements and underwater weighing were done with the subject wearing a two-piece bathing suit of negligible weight. The subject was requested to empty her bladder and defecate before the underwater weighing. Subjects undergoing the underwater weighing and the anthropometric measurements in the morning fasted from 9 p.m. the evening before and those measured in the afternoon fasted from 6:30 a.m. that day. The 41 selected anthropometric measurements included height, weight, skinfold, diameter, and circumference measurements. Density was estimated by an underwater weighing technique and from this, relative body fat and lean body weight were calculated. Measurements were taken at three stations: (a) underwater weighing, (b) anthropometric measures, and (c) residual volume measurement. Diameters and circumferences were measured to the nearest .1 cm., skinfolds to the nearest .5 mm., height to the nearest .1 cm., dry weight to the nearest .11 kg., underwater weight to the nearest 10 g., and residual volume to the nearest 10 ml. Means, standard deviations, and ranges were determined for the anthropometric and densitometric data for the group. A Pearson product-moment correlation coefficient was calculated between each of the anthropometric measures (skinfolds, diameters, and circumferences), and body density and lean body weight.

FINDINGS. The physical characteristics of the subjects revealed them to be slightly taller and heavier than subjects of similar age from other studies. The mean body density of the subjects was 1.0480 g/ml; mean body fat was 21.93%, and mean lean body weight was 27.24 kg. The subjects were found to be slightly more lean than other female subjects of similar age from other studies.

CONCLUSIONS. Of the 41 anthropometric measurements taken, the back skinfold, abdomen skinfold, and side skinfold showed the highest correlation with body density respectively. In addition, the knee diameter showed the highest correlation with body density. The circumference measurement which correlated most highly with body density was the abdominal circumference. Height and weight correlated poorly with body density respectively. As a group, the skinfold measurements correlated more highly with body density than did either the diameters or circumferences.

In correlating the means of the 41 anthropometric measurements with lean body weight, the measurement which showed the highest correlation was the height of the body, followed by iliocristal height and sitting height. The skinfold measurement which correlated best with lean body weight was the abdominal skinfold. The highest correlation with lean body weight was shown by a forearm circumference measurement. Body weight correlated well with lean body weight.

Gwinn, Hildred, M.S. in Ed., July, 1978

BLACK ENGLISH: ITS EFFECT ON COMPREHENSION; SOME CORRECTIVE METHODS

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. The inner city black child enters school speaking a dialect that is familiar only to the black student and his close friends. The student is expected to learn to read in standard English, a task that is equal to learning a foreign language.

The purpose of this project was to compare comprehension using reading materials written in black dialect and standard English and help the students make a transition from dialect to standard English.

PROCEDURE. A historical-action approach to the problem was used and a review of related literature in the field of black dialect was the basis for the corrective methods used.

Through the use of Language Experience stories, creative writing, phonics, story telling, role playing, listening lessons and the in-depth teaching of correct verb usage, an attempt was made to change the language habits of the black dialect speakers.

Eight students were involved in a study at Emerson Elementary School in Lima, Ohio from October 1, 1977 to March 1, 1978.

FINDINGS. There was significant improvement in written work, especially in the use of verbs. There was a real conscious effort to speak standard English on the part of one-half of the subjects. This awareness was evident during oral presentations and conversations with these students by their slower speech and the number of self corrections that occurred. The remaining students made very little progress in oral expression, but from the beginning they could not understand why a change was necessary.

Comprehension scores were 20-30 percent higher when students were allowed to read orally without being stopped to correct pronunciation or told to "go back and read what is written," whether it was written in dialect or a story in the basal reader. Dialect phrases and words were substituted all too often.

A relationship seemingly exists between dialect and spelling errors. The researcher did not compile any statistics on the subjects' spelling grades, but all of these students were very poor spellers and even on assigned spelling lists, there were "sound spellings" as the subject pronounced the word.

RECOMMENDATIONS. The small amount of classroom time that can be spent in trying to correct habits that are so deeply ingrained is not sufficient to make a lasting change. The change must start as soon as the student enters school, even before if possible. Reinforcement must occur in some way for several years.

Some effort must be made to include the parent or parents in corrective English classes. The student must have a constant model and not be subjected to dialect speech patterns for a greater extent of time than is spent in corrective measures.

Educators must take special care so as not to psychologically damage the participants in any study. This is especially true of the dialect speaker, for the student must never be made to feel inferior. The use of the terms "right" and "wrong" in conjunction with his language must never be never be used and the dialect speaker's self-worth should not suffer because he talks differently.

Hamilton, Juanita A., M.S. in Ed., July, 1975

IMPROVING CHILDREN'S CONCEPT DEVELOPMENT AND THINKING PROCESSES THROUGH THE USE OF VARIOUS ACTIVITIES INVOLVING THE AREAS OF COMPREHENSION WITH CHILDREN OF GRADE THREE (59 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The writer has seen the need for improvement in the reading programs in the primary grades. Too often stress is placed on word analysis without directly relating this area to comprehension. It is important for the child to read more than single words and to place meaning with these words, in order to comprehend the material he reads. In order to provide for the development of a child's thinking, the teacher has a major role in providing activities that relate concept development with comprehension. These activities are needed to involve a child's experiences so the child can relate to the material he reads.

The purpose of the study is to see if the activities involved in the study lead to improved comprehension. Also, the purpose is to see if the comprehension areas provide for concept development and in turn develop an increase in thinking.

PROCEDURE. The descriptive study was administered from September to May at Monticello Elementary School in Wayne Township. Twenty-eight third grade children were divided into the low-average and average groups on the basis of the second grade test results, third grade test results obtained in September, and teacher observation. Each of the reading groups were divided into two smaller groups in order to provide for interaction and participation of each child.

Third grade test results were also used as pre-tests for the study and the same tests were administered again as post-tests in May. The tests used were: the Iowa Test of Basic Skills, Form 5; the Peabody Picture Vocabulary Test, Form B; and an edumetric test developed by the researcher.

The study was conducted twice a week with twenty-five to thirty minutes for each group. The children were given activities that involved the seven areas of comprehension: detail, sequence, main idea, drawing conclusions, cause-effect, inference, and valuing. Each of these areas were presented to the children first with a discussion of what the area means, then with a story and activity to reinforce the area of comprehension. Each of these activities were presented throughout the period of seven months. Then during the last month, the different areas of comprehension were combined and used with various stories.

Data from pre- and post-tests, along with a journal kept by the teacher, were compared and used to measure the effectiveness of the study.

FINDINGS. The writer found from the Iowa Test of Basic Skills that a gain in comprehension scores was made with all the children in both groups. The mean gain was one year and two months for the average group, and one year and one month for the low average group. Nine of the students in the average group made gains of eight months or more and nine in the low average group made gains more than eight months.

The Peabody Picture Vocabulary Test scores were used to evaluate growth in concept development. The mean gain the children's I.Q. was four points for the average group and five points for the low average. Nineteen out of twenty-eight children improved in their raw scores and twenty-five out of twenty-eight children remained in the same I.Q. range.

A teacher-made test, designed to evaluate the individual child's growth in all the areas of comprehension, showed that eleven out of fourteen children in the average group showed a gain in the numbers of questions answered correctly. Twelve out of fourteen in the low-average group showed a gain in correctly answered questions.

CONCLUSION AND RECOMMENDATIONS. Increased emphasis on the areas of comprehension has led to improved comprehension scores for both the average and the low-average groups. Both groups seemed to have little difficulty with the lower levels of comprehension, but did experience difficulty with the higher levels of comprehension. Both groups also gained experience in interacting with one another and gained confidence in verbalizing their ideas.

Certain considerations should be given to the development of the areas of comprehension.

FIRST. More time should be allowed so that more interaction can occur and more time can be spent on each activity.

SECOND. Increased time should be devoted to the higher levels of comprehension.

THIRD. All the areas of comprehension should be started in earlier grades.

FOURTH. More consideration should be given to involving the child's interests in relation to the activities used in the comprehension areas.

FIFTH. A teacher should have a thorough understanding of the areas of comprehension.

Handy, Rubina, M.S. in Ed., August, 1975

A STUDY OF THE CAUSAL APPROACH TO HUMAN BEHAVIOR IN THE FOURTH GRADE OF A CITY SCHOOL (99 pp.)

Faculty Adviser: William M. Gray, Ph.D.

PROBLEM. Many students, as early as the intermediate elementary grades, are disinterested and lack motivation for academic achievement. Students, especially those who manifest these debilitating behavior patterns, need to be taught specific skills for dealing effectively and humanely with their academic problems which in turn are often related to daily conflicts in life. To compensate for weaknesses and provide for strength in individual background, the educator must provide learning experiences which will enable students to cope with daily frustrations and to resolve them constructively. Students must learn about the underlying factors that govern human behavior -- that is, to develop a causal approach to behavioral activity early in their lives.

The present study shows the nature and the effects of gaining knowledge about and maintaining an awareness of the causal approach to human behavior.

PROCEDURE. Using the null form of the hypothesis for research purposes, the writer proposes to investigate the following hypothesis: fourth-grade students who are exposed to the curriculum A World To Grow In, which uses the causal approach to behavior, will manifest no significant change in understanding the causes and effects of human interaction.

The project was limited to two heterogeneous fourth-grade classes in a public, co-ed school within a transient, industrial, Appalachian neighborhood. The experiment itself was conducted during a ten-week block of time from October to December, 1973. The writer developed the causal approach with the experimental group. A World To Grow In, a text which develops this approach, was used. In addition, applications of the causal approach were integrated into all content subjects. On the other hand, the teacher of the control group continued to use the school program of studies with no reference to the causal approach.

A pre- and post-test, using the Social Causality Test T-I developed by the Educational Research Council of America, was administered to both the treatment and the control groups. Data were evaluated using the t test.

FINDINGS. Pre-test results showed no significant difference between the treatment and the control groups prior to the initiation of the project.

The results of the t-test for dependent means show a significant gain in the treatment group, but do not show a significant gain in the control group. The t-test for independent means shows a significant difference between the post-test results of the treatment group and the control group. The hypothesis can therefore be rejected.

The writer also observed the following changes in the behavior of the students in the treatment group: (1) a notable decrease in the egocentricity of students; (2) an increase in mutual respect and tolerance for each other; and (3) a general improvement in achievement.

CONCLUSIONS AND RECOMMENDATIONS. No definitive conclusions can be drawn from one experiment; however, the results that were obtained in the present study seemed to verify the results achieved in similar experiments.

The curriculum which develops the causal approach is not intended to be a panacea for all behavior problems students encounter. It is intended to help children develop skills for constructive interaction with others. Variables other than the content contribute to the success of the program.

The ultimate success of the curriculum stems not from the curriculum alone but from the interactions of the teacher with the pupils in such a way as to allow them to grow away from the teacher to independence and self-assurance. Children, in coming to understand themselves, will be able to deal more competently with the world around them.

The writer cites several recommendations. (1) For future research, the writer would recommend a longitudinal study of the causal behavior approach.

(2) Positive parent, teacher, and child interactions are essential to counteract undesirable behavioral attitudes. Therefore, a program for parents, designed to form a basis for understanding human behavior, is recommended.

(3) The writer recommends that the causal behavior approach be taught to all students in the hope that such efforts will be the beginning of a new perception of the world.

Herbison, Jane Lewis, M.S. in Ed., July, 1979

A PLAN FOR USING VOLUNTEERS WITH THE EARLY IDENTIFICATION PROGRAM IN THE KINDERGARTENS IN XENIA, OHIO (44 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. In this project ways have been explored to establish a volunteer program during amelioration time. As part of this project a search of related literature examined the experiences others have had with volunteer programs. Then a pilot project was established.

PROCEDURE. Methods of recruiting, training, scheduling, and planning for volunteers were explored. Materials, organized by modality, were prepared for use by volunteers with children.

CONCLUSIONS AND RECOMMENDATIONS. In a volunteer program, it is important to have plans made and materials organized before recruiting volunteers. Materials may be commercial or teacher-made but should be used only by volunteers. Directions need to be included with these materials. Slides showing the program in action are a convenient way for volunteers to be introduced to the program. An assignment sheet informs the volunteer of the group and materials with which she will be working. An evaluation form for volunteers helps the teacher improve the program the next year.

Hart, Ann M., M.S. in Ed., July, 1978

IMPLEMENTING A TYPING PROGRAM IN AN INTERMEDIATE LANGUAGE ARTS CLASSROOM (50 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Experiments in the teaching of typewriting to preschool and elementary school children have been carried on for more than four decades. Some of the earlier studies utilizing the typewriter for language arts classes found that typewriting stimulates pupils to produce more and better written work and results in overall improvement in academic achievement. Findings such as these prompted the initiation and development of this study of typing instruction in the writer's language arts classroom to determine if similar results could occur. The purpose of this study was:

1. to implement a typing program in a fourth grade language arts classroom, and
2. to determine, through testing and teacher observation, if this program helped improve
   a. reading ability
   b. language arts skills
   c. self-concept.

PROCEDURE. Following extensive survey of literature and intensive planning, a typing laboratory was set up in September, 1977 in a fourth grade language arts classroom at St. Albert the Great School in Kettering, Ohio. All sixty-one fourth grade students in this suburban middle-class school were chosen for this project. These students had been previously divided into three groups according to their language arts ability -- the first two groups were heterogeneous (above average and average) while the third group was composed of four low ability students and seven retained students.

The typing laboratory, consisting of ten manual typewriters and the instruction book, You Learn to Type!, was set up in one section of a language arts classroom. Approximately fifty twenty-five minute lessons comprised the skill work taught. Upon completion of the basic skills, typing was used in the various areas of language arts with special emphasis on creative writing.

Tests to measure academic growth in these areas and a scale to determine if self-concept improved were administered prior to, and following, the implementation of the typing program. The results of these two instruments and teacher observation were to decide if typing should be included in the fourth grade language arts curriculum in future years.

Since all fourth grade students in the school were involved in this project and there was no control group for comparison, this study was not concerned with significance.

FINDINGS. The Comprehensive Test of Basic Skills (CTBS), [Level I, Form S], scores showed a mean growth in grade equivalent of 1.3 in Vocabulary, 2.0 in Comprehension, 2.0 in Mechanics, 2.1 in Expression, and 1.2 in Spelling. Because the typing program did not progress as originally planned and was not carried out to completion, this growth is not attributed directly to the typing. However, one thing is clear -- the typing program did not in any way hinder any growth in the reading and language arts skills tested.

Self-concept was measured by the administration of the Piers-Harris Self-Concept Scale in October and again in May. The results showed an improvement which is thought to be directly attributable to the typing program. Improvement in self-concept due to the program is true especially of the seven students who were retained.

CONCLUSION. Upon evaluation of this program, the writer deems it to be a grand success. In addition to this new usable skill, these fourth graders have acquired persistence, the ability to concentrate better for longer periods, pride in work well done, and increased self-confidence.

The writer feels this class wrote more and showed more creativity in writing than previous fourth grade classes. The subjects' skills in the mechanics of English, capitalization and punctuation, were also more highly developed. The subjects seemed to be more responsible and independent. Enthusiasm seemed to pervade all aspects of their work. It is the writer's feeling that the typing program should be included in the fourth grade language arts curriculum for future years.

Hartman, Sandra Kay Puckett, M.S. in Ed., April, 1980

A TEACHER-INITIATED PROGRAM TO ENCOURAGE PARENT INVOLVEMENT IN THE FUNCTIONING OF AN ELEMENTARY CLASSROOM (67 pp.)

Faculty Adviser: M. Audrey Grob, Ph.D.

PROBLEM. Although parents have the primary responsibility for and interest in their children, they are often excluded from involvement in a large portion of their children's day. As a parent, the author understands the desire of the majority of parents to become more knowledgeable about the classroom activities in which their children participate. As an educator, the author believes that the quality of education improves significantly when parents are actively involved in the planning and execution of classroom learning experiences. As parents become actively involved in classroom activities, their attitudes toward school become increasingly positive. Another positive outgrowth of parent involvement is the increase of resource persons available to the teachers through the parents who contribute enriching experiences for the children. The problem of this project is concerned with developing a teacher-initiated program which will encourage parents to become actively involved in the functioning of their children's elementary classrooms.

PROCEDURE. Three methods of research were used. First, library research was used to substantiate the author's belief in the importance of parent participation and to determine what types of parent involvement programs are currently in use. The second method used involved the interviewing of several educators in order to determine their interest in and ideas concerning parent involvement programs. The third method of research used consisted of written requests for information about existing programs. Although four requests were sent, the author initially received no responses. However, a follow-up telephone conversation resulted in the writer receiving detailed information concerning one particular parent volunteer program.

FINDINGS. This study resulted in an organized program which an individual teacher can use if he wishes to encourage students' parents to become involved in the education of their children. The program proposes methods of helping the parents understand the learning experiences which are planned and executed by the teacher. The program is also concerned with assessing each parent's abilities and interest in contributing to classroom functioning. The program deals with a method of coordinating the parents' interests with classroom learning experiences. Finally, a proposed method of evaluating the effectiveness of the program is presented.

CONCLUSION. The teacher who implements the program of parent involvement described in this study will do so because she believes that having parents involved in the education of their children will ultimately benefit the children. The program is designed to encourage improvement of two major aspects of a child's education: attitude toward school and academic achievement. This improvement is the major goal of the program. There are three program objectives which the author believes will lead to this goal: (1) improved parent-teacher communication, (2) increased parent understanding of classroom learning experiences, and (3) frequent use of parents as educational resources. The proposed program describes an organized method of promoting these objectives.

Harvey, Sister Susan, O.S.B.M., M.S. in Ed., August, 1980

THE USE OF COMMUNITY RESOURCES TO TEACH SOCIAL STUDIES TO SECOND GRADE STUDENTS (85 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Education today lays great stress upon educating the whole child. The child as a multi-sensory being cannot be confined to the limits of a classroom. It is necessary to provide him with purposeful experiences that take him out of the classroom into direct relationship with his environment. Materials and activities should then be provided which appeal to the child through his senses.

The Lorain Public School System has designed a program to assist teachers in providing first-hand experiences with the significant people and places of their community. As a teacher in this city, the writer has undertaken the task of implementing the program in the school in which she is presently teaching.

The purpose of this project is to provide the second grade students of St. Nicholas School with a variety of learning activities to develop a better understanding of significant people and places of the community and to enhance the social studies curriculum.

PROCEDURE. The writer will develop three areas in the social studies curriculum which will be presented to the second grade students. These areas in the social studies curriculum are: (1) Community Health Workers, (2) Community Helpers, and (3) Food Services of the Community. Activities will include the use of films, filmstrips, kits, resource persons visiting the classroom, and field trips. Evaluation of each area relies upon the students' achievement of specific instructional objectives. These objectives will be demonstrated in a variety of ways: drawing, constructing models, written statements, and role playing.

CONCLUSIONS. To conclude this project, evaluations of the instructional objectives were used. All resources used were geared to the original premise of the project, i.e. that all children can learn if provided with direct experiences and sufficient learning activities. Children automatically learned according to their own intellectual and achievement differences because each of the social studies experiences offered a variety of avenues of learning. Enrichment resulted because of high motivational interest along with the stereotyped textbooks used. By this it is meant that the first-hand experience was of foremost importance while the textbook became an impetus for further reading material from the large public library. This entire project has reinforced the axiom that children learn by doing. Therefore, an important function of the school is to provide opportunities for the child to observe, manipulate, and construct real objects.

Heeley, Ann L. and James P. Micale, M.S. in Ed., June, 1978

LEARNING DISABLED, AVERAGE AND SUPERIOR READERS: A VISUAL IMAGERY COMPARISON (65 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. The ancient Greeks were the first to utilize visual imagery as a device for improving memory. In the last eighty years, interest in this phenomenon has fluctuated as a result of the changing focus of psychology. In the last decade, use of visual imagery as a learning aid to the mentally retarded and most recently to the learning disabled has been studied. The present study originates from a desire to investigate differential effects of visual imagery on selected academic levels. This study intends to explore the strategy of visual imagery as it differs in utilization among groups of superior, average, and learning disabled readers and the implications for imagery instructions as an aid for problem learners.

PROCEDURE. The variables used in this study were (a) levels of academic achievement, (b) sex of the subjects, (c) grade levels of the subjects, and (d) visual imagery instructions. The 60 male subjects chosen for this study were all members of the ninth and tenth grades of Sidney High School, Sidney, Ohio. The selection includes students with stanines of one through three (learning disabled), five (average), and eight-nine (superior) on the SAT reading test. Twenty subjects from each achievement group were randomly assigned to experimental and control groups. The control groups were included to identify the possible effects of practice.

The PAT (paired-associate task) was administered via tape recorder to the students in groups. They responded by recording their responses on answer sheets. The answer sheets were hand scored and raw data obtained. An analysis of variance was utilized on (a) three levels of academic achievement, (b) the effects of visual imagery on a PAT, and (c) the inter- and intra-group differences between pre-test and post-test.

FINDINGS. The following findings were observed:

1. No significant difference is found between pre-test and post-test among the three control groups.
2. Significance at the .01 level is found between pre-test and post-test among the three experimental groups.
3. No significant difference is found among the three academic levels of achievement with respect to gains made by visual imagery instructions.
4. No significant difference is found between the pre-test scores of the LD experimental group and the LD control group.

CONCLUSIONS AND RECOMMENDATIONS. The following conclusions and recommendations were derived:

1. Visual imagery is an effective mnemonic learning device for the three reading achievement levels.
2. The PAT is an appropriate learning task testing memory for the three reading achievement levels.
3. In light of the findings of this study and the present lack of research and experimentation with visual imagery and the learning disabled, it is suggested that further research be done in this area.
4. Since this study utilized only boys, it is suggested that similar studies be conducted with girls.
5. Since this study utilized only ninth and tenth graders, it is suggested that future studies include other age or grade levels.
6. Since this study was limited in its scope of socio-economic sampling, it is suggested that future studies include subjects from varying cultural or socio-economic levels.

Henschke, Sister Rose Marie, D.C., M.S. in Ed., July, 1980

THE ORGANIZATION, IMPLEMENTATION AND EVALUATION OF A VOLUNTEER TEACHER-AIDE PROGRAM UTILIZING JUNIOR HIGH STUDENTS AS WELL AS ADULTS (68 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The purpose of this study was to organize, implement, and evaluate a volunteer teacher-aide program utilizing the services of junior high students, through a teacher aide "mini course", as well as adults.

PROCEDURE. This study progressed as an action research project. A review of literature was undertaken to acquire background information concerning the growth and development of the volunteer movement in the educational system.

Assistance was provided in instructional and/or clerical tasks for teachers at all grade levels in the adult program and for teachers of grades one through four in the junior high "mini course".

Questionnaires to determine teacher needs, recruitment letters, inservice training, formal and informal evaluations and two handbooks were developed.

FINDINGS. Usually the mothers of students are the first to be recruited but today a "typical" volunteer can be almost anyone. Involvement of the elderly is becoming commonplace, and students themselves are making significant contributions as volunteer aides.

CONCLUSIONS AND RECOMMENDATIONS. It is important for all of us to know that a job is well done. Giving sincere compliments and recognition keep volunteers coming back. On-the-job praise from teachers should be regular. This day-to-day, week-to-week personal recognition is more important than formal ceremonies, but these are important and should hold a special place in a volunteer program.

Through the use of volunteers, the teacher is able to provide students the individual attention necessary to meet their learning and developmental needs.

A volunteer can make the difference between success and failure, between pride and shame, between turning off education and tuning in on learning.

Herbenick, Sister Agnes, O.S.B.M., M.S. in Ed., July, 1979

SUBTRACTION OF WHOLE NUMBERS: PREVENTING PROBLEMS AND REMEDIATING WEAKNESSES (89 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. As classroom teachers of arithmetic, we have the awesome responsibility not only to be diagnostic teachers, but also to enhance our present teaching strategy in order to decrease common problem areas of arithmetic among the children. The writer finds that the children whom she teaches encounter difficulties in subtraction. It is therefore the writer's purpose: (1) to discover the process of how children learn subtraction (2) to learn what the necessary prerequisite skills are for learning subtraction (3) to learn the sequence for teaching subtraction concepts; (4) to learn how to diagnose error patterns in computation and to remediate them; and (5) to find instructional activities which can be used in remedial instruction. With the above information, it is the writer's hope that she will acquire the necessary skills in teaching subtraction effectively.

PROCEDURE. Through a review of related literature, the writer examined the prerequisite skills needed for subtraction and the sequential steps in the subtraction process. Based on current theory, the writer developed guidelines for recognizing error patterns in subtraction and for remediating them. Finally, examples of suggested games for reinforcement in subtraction skills were included. This project serves as a reference guide for teachers in the instruction of subtraction.

CONCLUSIONS. After children have been provided with a solid foundation in preoperational learning, teachers must plan learning experiences for the growth and development of children's understandings in the subtraction operation. Various methods are suggested which will facilitate children's understanding of the sequential steps in the subtraction process. Teachers must develop the practice of looking for patterns of errors in the data they collect from children who are experiencing problems in computational skills. Recognizing the child's error patterns is the initial step toward remediation of the error. Once error patterns have been detected, the teacher must choose the most appropriate and effective instructional activities for remediating the errors. It is important to vary instruction periods with the child by including games and activities. Games are not the ultimate solution for providing enrichment, reinforcement, motivation, etc., but they can be most effective in these areas. Mathematical games should be used as a regular part of a well-planned sequence of instruction.

Herbstritt, Sister M. Helen, O.S.B., M.S. in Ed., July, 1979

BIBLIOTHERAPY ACCENTED BY CAREER EXPLORATION (97 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. The purpose of this study is to determine the effects of bibliotherapy upon attitudes toward career choices in fifth-grade students. Because reading can have a marked effect upon the reader, and because career exploration is vital to the elementary school child, the need for a project such as this has been observed by the author for some time. This project is an attempt to make children aware that there are numerous careers to consider, in addition to the stereotyped few. It is an effort to prove that those children who have been exposed to reading and discussing tradebooks on careers will be influenced even now, while they are small, in their interests and possible choices for future careers.

PROCEDURE. The setting of this project was that of two fifth-grade classrooms, each having twenty-two students, one classroom of which served as the control group, and the other, as the experimental group.

The pre-test consisting of an opinionnaire of choices of careers was the embarkation of the project. For three months following this, the experimental group received specific bibliotherapy treatment, while the control group received none. The post-test, the same instrument as the pre-test, concluded the endeavor and the results were then interpreted.

FINDINGS. When comparing the number of changes in attitudes according to the altered selections in the post-test opinionnaire, the score for the control group (30) was greater than that of the experimental group (29). In other words, those students who had not received any bibliotherapy treatment whatsoever produced one more change than those of the experimental group. Thus, no statistical evidence can be produced for the support of the project. Attitudes cannot be measured.

CONCLUSIONS AND RECOMMENDATIONS. It may be supposed that this project was successful, however, for the students in the experimental group seemed to have richly benefited by their exposure to the many careers which will one day be available to them. The effect of reading upon the individual must never be underestimated. It becomes a useful tool in developing and guiding their God-given talents and abilities. Children yearn to discover ways in which to put their own uniqueness at the service of their sisters and brothers, and do their part in making the world in which they live a better place. It has been the attempt of this study in bibliotherapy to, in some small way, create an atmosphere for promoting this.

Recommendations for further study in this area of research would be to develop a career exploration program in the elementary grade school.

Higgins, Sister Lois Ursula, O.S.F., M.S. in Ed., August, 1976

UTILIZATION OF LANGUAGE EXPERIENCE AND BILINGUALISM IN TEACHING ENGLISH AS A SECOND LANGUAGE (154 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Methods of teaching and learning have been developed to give children psychological support and encouragement whenever it is needed. After studying various methods of teaching reading and how these are beneficial to the student, the author became interested in two specific areas. These were the Language Experience Approach and Bilingual Education for teaching English as a Second Language. These appeared to be the most practical for a developmental learning situation; also, most practical for usage in teaching Spanish children in an English environment. As the author is teaching in Puerto Rico, interest was placed in the results of this method to increase interest and attitude toward learning a second language, as well as development of a good self-concept toward a second language and culture. The exploration of these possibilities was the concern of this study. Once possibilities were advanced, application to methods of implementation in a Spanish culture could be drawn.

PROCEDURE. The study was carried out for a period of eight months, September to April of the school year 1974-1975, with the third grade students attending Colegio San Antonio in Rio Piedras, Puerto Rico. A randomly selected group of students equally representing high, average, and low ability children were divided into three homogeneous groups. These groups included thirty students with an equal number of boys and girls. The children were given the Semantic Differential, Informal Interest Inventory, and Informal Attitude Inventory to determine the self-concept, interest and attitude of the children, and the factors involved in developing or strengthening these areas in regard to a second language.

The classroom had one teacher for the English aspect during the time of the experiment; however, the cooperation of the two teachers in the third grade was necessary for the presentation of the lessons in Spanish. The children were given lessons in both languages as well as experiences through field trips, to permit development of language experience charts for English study. After a period of eight months, the children were given again the self-concept, interest, and attitude inventory. The post-tests were the same form as administered previously. The results of the pre-test and post-test were qualitatively reported to show the results obtained from the total group and each individual group.

FINDINGS. There was no marked differences in the pre-test and post-test though both gave evidence to the fact that there was an increase in many of the areas tested. As might be expected, the bright group would be outstanding for an increase or decrease, but even this group showed no significant change. This might be attributed to the fact that all the children were in a totally Spanish environment and were not under any obligation to speak English or develop different cultural practices.
CONCLUSIONS. The author noted some advantages and disadvantages to conducting this type of study. In the overall consideration, it might be noted that this study was an advantage for the students. A concluding observation would be that for future consideration, a project of this type be limited to either the area of language concept development in what was stated in this paper as a "bilingual" situation or to the development of the Language Experience Approach in upper elementary grades. Attempting to develop both concepts together was difficult and did not allow for the in-depth concentration necessary to arrive at definite, concrete conclusions.

Houston, Nancy Jane, M.S. in Ed., July, 1975

USING AUDIO TAPES AS A FEEDBACK SYSTEM FOR IMPROVING QUESTIONING BEHAVIOR DURING A DIRECTED READING LESSON IN A TITLE I READING CENTER (82 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. In recent years much emphasis has been placed upon improving the reading ability of elementary school children. Research in the field of reading has not provided elementary reading teachers with an answer as to how to implement best this objective. Research does indicate that the teacher seems to be the variable in a successful or unsuccessful program.

As a Title I Reading Specialist in the Mad River Township School System, the writer is concerned about providing the best possible reading instruction for the children in the reading center. However, the writer is unaware of her unconscious or unplanned behavior and how it affects the reading lesson. For this reason, the purpose of this study is to examine by a systematic means the verbal behavior occuring during a directed reading lesson of the of the writer. The ultimate goal of the study is the improvement of the writer's questioning strategies.

PROCEDURE. The plan of this research study is of a descriptive nature. The emphasis of the study is placed upon teacher self-appraisal and improvement rather than student achievement and measurement. A series of directed reading lessons were developed by the writer using formative evaluation. Each lesson was preceded by the development of questioning strategies based on the reading selection and comprehension level of students. Each lesson was audio-taped for an accurate recorded account of verbal interaction. Lessons were no longer than twenty minutes and occurred at a one week interval from March to May.

Based on the audio-taping, the teacher's performance was critiqued with the help of the project adviser. Some tapes were analyzed using Flander's Interaction Analysis. At the conclusion of the study, a comparison of the writer's questioning behavior was made through the analysis of the audio-tapes. A summary of the study will include recommendations for questioning strategies to be used with students during a directed reading lesson.

FINDINGS. Higher-level thinking during reading lessons planned in this project seemed dependent on the writer's plans prior to the lesson, the writer's question-asking strategies during the lesson, and the composition of the group of students involved. Timing of questions, the teacher as an active listener, and encouragement of communication were felt to be the most significant factors in the employment of successful question-asking strategies. Communicating encouragement during lessons of this nature is crucial. Even with careful planning and employment of appropriate questioning strategies, the attitudinal and personality characteristics of the group seemed to determine the ultimate success of the lesson. It is important to note that the low reading level of the students did not appear to be a hindering factor in stimulating higher-level thinking.

CONCLUSIONS AND RECOMMENDATIONS. Question-asking is one of several effective teaching techniques. It will only be effective if it facilitates the learning of students. Proficiency with this skill is necessary to successfully implement it into the classroom. Just as the skill of riding a bike or playing tennis must be practiced so must the skill of question-asking. It is recommended that a teacher desiring to practice this competency undertake a project as described in this paper. A critical analysis of one's question-asking and its influence on learners, accompanied by changes based on those identified behaviors, is the way question-asking techniques emerge as a proficient skill.

Specific recommendations for conducting such lessons as described are cited in the study.

Huck, Sister Susan, C.D.P., M.S. in Ed., August, 1980

DEVELOPING A KINDERGARTEN CHILD'S SELF-CONCEPT THROUGH LITERATURE (58 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. The purpose of this study was to first review what had been written concerning the effects of literature on the development of self-concept, and secondly, to design a teaching strategy to develop self-concept in kindergarten children through the use of literature.

PROCEDURE. The organization of this study was descriptive in nature. After having conducted research in the areas of both self-concept and the needs and growth patterns of the kindergarten child, several Picture Story Books were selected and summarized by the writer. These particular stories were chosen because the writer felt that they provided situations and characters with which the five-year-old could identify.

Activities and questions based on ten of the stories chosen were compiled in the form of lesson plans. These activities allowed the children to respond in various ways to characters and situations presented in each book. Positive reactions to these activities suggested that the children's healthy self-concept was being enhanced and encouraged.

FINDINGS. The children were eager to identify with the characters in the books read by the teacher. They enjoyed acting out the stories and were enthusiastic about drawing pictures of them. They also showed pleasure in praising and being praised by others.

CONCLUSIONS AND RECOMMENDATIONS. Because of the positive reactions of the children and their enthusiastic responses, the writer felt that her goal was met. Specific situations were created which allowed the children to feel free enought to express themselves and experiment with their own self-expression.

Recommendations which could be used to further improve this project are: 1) extending it throughout the school year, 2) providing other strategies besides role playing and picture drawing, 3) using many more children's literature books with various themes besides self-concept, and 4) implementing an evaluation of the project.

Hunt, Muriel E., M.S. in Ed., June, 1980

JOHN H. PATTERSON'S CONTRIBUTIONS TO ADULT EDUCATION (43 pp.)

Faculty Adviser: Joseph L. Watras, Ph.D.

PROBLEM. As the founder of the National Cash Register Company, John H. Patterson (1844-1922) was responsible for much of Dayton's growth at the beginning of this century. In addition, Patterson was a civic and educational leader. Searching out the many contributions Patterson made to adult education, assessing their effects and placing them in the longer context of history of American education is the problem of this study. Little research has been done in this area, yet ample primary sources are available.

PROCEDURE. This study is confined to Patterson's contributions to the area of adult education as defined in the Dictionary of Education. Particular emphasis was given to Patterson's contributions in the areas of teaching methods, schools and classes for employees, the N.C.R. library, educational clubs, educational trips, cooperative education, and health and recreation, as well as motives for his welfare work and the effects of his contributions to adult education.

CONCLUSION. It seems clear that Patterson made many contributions to adult education in the areas of teaching methods, schools and classes for employees, the establishment of the N.C.R. library, educational clubs, educational trips, cooperative education, and health and recreation. It should be noted, however, that he was a skilled adapter rather than an originator of ideas in most cases. He applied the suggestions of others in ways so effective that eventually N.C.R. set new high standards for clean, healthy work, education, and physical exercise in industry.

Patterson's detractors charged that his motives for welfare work at N.C.R. were purely selfish and directed toward publicity for the company. While his motives were probably less lofty than some of his eulogists would have us believe, it appears that he was influenced by his wife, the return of faulty equipment, his factory inspections and his travels. The effects of his contributions to adult education are still evident today in business practices, the growth of cooperative education, and adult night classes, as well as in Dayton's sytem of city parts, the company park at Old River and Hills and Dales Park. But perhaps Patterson's greatest contribution was his leadership in recognizing the needs of the community and its citizens and pointing the way for others to follow.

Innes, Sister Donna, C.S.A., M.S. in Ed., August, 1976

THE PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES OF INTUITION IN RELATION TO HANLON'S THEORY OF EDUCATION (102 pp.)

Faculty Adviser: John O. Geiger, Ph.D.

PROBLEM. The term intuition connotes many different things. Throughout history philosophers have spoken of it and psychologists recently have considered it. Thus, if intuition is part of the human experience of knowing, then it might be possible to have a learning theory of intuition. A modern educational theorist, James M. Hanlon, relates intuition to learning in his theory of education. Perhaps by tracing the philosophical and psychological thought of intuition it is possible to relate Hanlon's theory to other men who have considered it and to the implementation of a theory of learning on intuition.

PROCEDURE. Through library research, the philosophical views of Aristotle, Aquinas, Descartes, Spinoza, Locke, Kant, Dilthey, Dewey, Bergson, Maritain, Husserl, and Longergan on intuition are set forth. The psychological viewpoints of intuition are considered through the writings of Jung, Bruner, and Piaget. Hanlon's theory of education is then summarized and his position on intuition is presented. His viewpoints are then compared to each of the philosophers and psychologists considered.

FINDINGS. All of the philosophers held intuition as a mode of thought. The positions of Aristotle, Descartes, Locke, Dilthey, and Lonergan relate to Hanlon's definition of insight, while the positions of Aquinas, Spinoza, Kant, Dewey, Maritain, and Husserl relate more closely to Hanlon's definition of intuition. Jung, Bruner, and Piaget all believe that learning occurs through intuition, yet they relate the type of knowledge that is learned through intuition to what Hanlon classifies as insight.

CONCLUSIONS AND RECOMMENDATIONS. If Hanlon is correct in his hypothesis and the school can teach the child how to learn intuitively as well as cognitively, then the schools can teach the child how to experience intuitively the reality of God and can also develop curriculum which facilitates intuition.

Inzano, Patricia Gail, M.S. in Ed., August, 1976

AN ANALYSIS AND COMPARISON OF THE ATTITUDES OF MEN AND WOMEN INVOLVED IN PHYSICAL EDUCATION OR SPORT IN OHIO HIGH SCHOOLS AND THE ATTITUDES OF RESIDENTS OF WAPAKONETA, OHIO TOWARD THE ROLE OF FEMALES IN ATHLETICS (93 pp.)

Faculty Adviser: Doris Drees, Ph.D.

PROBLEM. In recent years the role of women in athletics has changed rapidly. There is a need to assess the attitudes of various groups of people toward the changes that have taken place. A knowledge of these views will help in determining the future of women in sports.

PROCEDURE. Questionnaires concerning the role of women in athletics were sent to two hundred randomly selected Ohio high school educators directly involved in sports and two hundred randomly selected residents of Wapakoneta, Ohio, a semi-rural community with a population of about eight thousand.

The questionnaire as a whole was analyzed and each item was also studied individually. Mean scores were calculated and "t" tests were performed to determine significant attitude differences between males and females and between professionals in the field of sports and laymen. The [illegible] was also used to evaluate which current trends in sports for girls [illegible] desirable according to the general population.

FINDINGS. It was found that there is considerable variation in the attitudes of men and women toward athletics for girls. There were significant differences between the views of men and women in almost all areas studied -- which included finances, use of facilities, news coverage, coeducational sports, coaching, professional options, and several variations of these items. There were significant differences in the views of sports professionals and lay persons on only about half of the items that were tested.

The respondents were found to be the least concerned with television coverage of women's sports and with professional salaries. They felt strongly that girls should have the same opportunities boys have to participate in athletics with members of their own sex. They were strongly opposed to girls participating on boys' teams in contact sports and to all athletics being made coeducational.

Fifty percent or more of all groups studied favored spending more money on girls' programs in high schools and colleges, giving athletic scholarships to women, giving comparable salaries to male and female professionals in similar sports, offering women's sports programs on television, and giving similar newspaper coverage to men's and women's sport events. The majority of all groups opposed having all girls' teams coached by women.

Jackson, Helen S., M.S. in Ed., December, 1977

AN ACTION ANALYSIS OF THE EFFECTS OF PLANNED PERIODS OF INSTRUCTION TO DETERMINE THE SPELLING ACHIEVEMENT OF UNKNOWN WORDS (68 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. This study was done to investigate the effects of language development through planned periods of spelling instruction on a particular group of Educable Mentally Retarded students in a self-contained Special Education classroom at Jefferson Township Elementary School.

PROCEDURE. The spelling activities used in this study were conducted and constructed by the teacher to provide interest and motivation to achieve the learning of unknown spelling words. Each activity was introduced to the students to provide them with the knowledge of how spelling achievement would help them to improve their reading, writing, and communication skills.

Each activity used in this study is described in detail to show its relationship to language development and spelling achievement. This study includes the results of pre-, post-test, and an evaluation of the students' and teacher's attitudes.

FINDINGS. As a result of the study some of the principal findings are as follows:

1. Subjects in this study were receptive of any new situations or suggestions in their method of study.
2. An investigation of the total word list used in establishing the unknown words used in this study could provide information pertaining to deficiency in basic spelling rules.

3. An analysis of the word list might reveal a trend in student weaknesses in the mastery of certain basic spelling skills.
4. The overall high achievement of the subjects using the teaching methods described in the study is a point for consideration.
5. The instruction for the most part consisted of methods of "rote learning". These methods are considered "old-fashioned" by most educational circles today.
6. The high achievement of the subjects in this type of instruction is interesting when compared to achievement using current techniques found in modern spelling text books.
7. The decline in the spelling proficiency of today's students since rote methods were discarded present the implication that an investigation into our present methods of spelling instruction would be justified.
8. Students with low Intelligence Quotient abilities can achieve the mastery of spelling known and unknown spelling words.

CONCLUSIONS AND RECOMMENDATIONS. The writer feels that planned periods of spelling instruction for the mastery of known and unknown words are very effective and are an enjoyable exercise in the total curriculum program. Judiciously used, these activities do provide enriching and rewarding experiences for students and teacher. The variety of activities used and discarded for further evaluations, perhaps for a new group of students, provided an opportunity for the teacher and students to participate in and explore new fields together.

Because of the low ability levels of the students and the high achievement levels in this study, it is recommended that pre-testing be conducted at the next highest level at the beginning of the school year for retention power in word mastery.

James, Carmen Anita, M.S. in Ed., July, 1975

THE EFFECTS OF THE LEARNING CENTER APPROACH TO LEARNING IN THE PRIMARY GRADES (99 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The responsibility of the classroom teacher is to stimulate student learning by providing meaningful learning situations in which the students can progress at their individual rates. Through participation in several classes at the University of Dayton, working in the Personalized Instruction program in the Mad River Schools, in-service workshops, findings in research of the Open Classroom concepts and results, it is apparent that the Learning Center approach could be a practical way to incorporate the strengths of the various approaches to meet the classroom needs of the students.

The purpose of this study is to examine the effectiveness of the Learning Center as a method to increase the development and achievement of primary students. In addition, this will evaluate the practical aspects of the program, the work involved in initiating the program, the results of the student evaluation tests, and the student and teacher attitudes on the Learning Centers.

PROCEDURE. This action project was carried on for a period of nine months with six to eight first grade pupils attending Brandtwood Elementary School, Mad River Township, Dayton, Ohio. With the assistance of parent volunteers, a fortune telling booth was set up at which the children were interviewed by the volunteer to determine and tape their interests. Six to eight children were chosen randomly from the taped interviews and given the standard Mad River Assessment package to determine their skill needs. Based on this assessment, learning centers were constructed by the teacher to meet the particular needs of these students. These learning centers were comprised of multi-skills involving the areas of reading, science, math, art, writing, reading games, and listening. Students were given pre tests prior to their activities in the centers. Upon completion of the center, the children were again given a post evaluation and it was recorded by a parent volunteer. Centers were changed weekly to keep material fresh, interesting, and in keeping with the progress made by the group. The students were also subjected to both large and small group instruction during the course of the project. After the completion of the project, the children who were involved in the experiment were retested to ascertain their new levels of performance. These results were coupled with the students' taped interviews over the period and responses to a parent questionnaire to determine the overall success of the program.

FINDINGS. Group Analysis of the pre test and post test results for the Stanford Early School Achievement Test show a remarkable increase in all areas by the group. They collectively moved from an average group to one well above average.

The assessment data also shows the pre and post level achievement on both the Silvaroli Word List and Informal Reading Inventory List. These findings noted that the students progressed in word reading abilities from three to six levels over the entrance test for Silvaroli. For the Informal Reading Inventory, the reading comprehension level increased from two to four levels.

Reactions of the parents, indicated on the survey questionnaire, showed they were pleased with the progress, outlook, and attitude of their children resulting from the program.

Keiter, Jennie L., M.S. in Ed., August, 1980

A STUDY OF PARENT-TEACHER INVOLVEMENT IN THE EARLY IDENTIFICATION PROGRAM OF THE XENIA CITY SCHOOLS, XENIA, OHIO (48 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. In 1975, the Xenia City Schools, Xenia, Ohio initiated its first kindergarten screening project, called the Early Identification Program (EIP). As a result of this screening, it has been the writer's responsibility to respond to parent requests concerning their child's school readiness level. Despite specific procedures in the EIP designed to help the parent understand why screening is done, what the test scores mean, and how the information is used by the kindergarten teacher, some misunderstandings and negative reactions still occur.

The purpose of this study was to improve parent-teacher communication within the Early Identification Program. The study was designed to improve parental understanding of the EIP through the improvement of parent orientation, increased parental involvement, and the development of informational materials.

PROCEDURE. Action research was the method used in this study. The writer reviewed and analyzed methods currently used in the EIP and then applied findings from library research on the subject of school-parent relationships to the stated problem. In order to develop better parental understanding of the EIP, the kindergarten handbook was revised, numerous hand-outs were developed for parents who wished to work with their children, and a questionnaire was administered to parents in order to view their opinions of the EIP. As a result of this study, several recommendations which apply to the stated problem have been made.

CONCLUSION AND RECOMMENDATIONS. By involving parents directly and productively in the education of their children, old attitudinal barriers between teachers and parents will give way to open and effective communication. As a result of the information gained in this study, several recommendations can be made.

Further parental understanding of why the screening is done and how the information is used must be accomplished. Although the parent is not directly involved in the screening, there may be duties related to screening which could be performed by parents of children screened the previous year, such as clerical duties or supervision of the playroom where the children stay until testers are available. Parental involvement in the kindergarten classroom would also bring about better understanding of the EIP. Teachers and administrators need to recognize the parent-teacher organizations as vital links between the home and the school.

The Saturday School Program, which operates in a suburb of St. Louis, appears to be an excellent plan for giving four year olds a "head start" before entering kindergarten.

In order to help parents be effective teachers at home, the writer wishes to develop a cover letter which will accompany hand-outs of amelioration activities going to parents. The objective of the letter is to instruct parents who wish to work with their children.

Kelly, Sister Mary James, S.N.D., M.S. in Ed., July, 1980

THE ORGANIZATION, IMPLEMENTATION, AND EVALUATION OF A PROGRAM TO TEACH THE METRIC SYSTEM TO ADULTS USING STUDENTS AS FACILITATORS IN THE LEARNING PROCESS (61 pp.)

Faculty Adviser: Paul N. Lutz, Ph.D.

PROBLEM. The purpose of this study was to organize, implement, and evaluate a program to teach the metric system to adults using elementary students to facilitate the learning process.

PROCEDURE. This study progressed as an action research project. A review of literature was undertaken to acquire background information concerning the metric system, the use of students as teachers, and the difficulties adults might have regarding learning a new measurement system.

A letter to parents and advertisements in the parish and school bulletins were developed to solicit participation in a metric workshop.

A series of six three-hour workshops were developed wherein adults worked with students on activities which strengthened metric concepts that were taught during the workshop.

FINDINGS. The workshops gave some adults a basic security in using the metric system. Students strengthened their knowledge of the basic facts of the metric system.

Working with adults helped the students to see that all learners have difficulties, make mistakes, and grow through this process.

CONCLUSIONS AND RECOMMENDATIONS. As a new measurement system to the majority of adults in the United States, the metric system is learned with more facility if only basic facts are emphasized and activities which give practice in using these facts are provided.

Students with a background in these basic facts can facilitate the learning for adults who have been using the English system and must unlearn it.

Students help to keep the activities simple, and bring a sense of adventure and enjoyment to the activities.

Killworth, Sharon Ross, M.S. in Ed., July, 1979

TEACHER-MADE MATERIALS FOR DEVELOPING COMPREHENSION SKILLS IN A READING LABORATORY (82 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Reading consists of perceiving written symbols, by uses of decoding skills, and understanding the meaning that these symbols convey, resulting in comprehension. The information gathered through research and the experience of the author suggested the need for comprehension based material in the reading laboratory. Machines and commercial programs have emphasized word analysis. Therefore, the purpose of this project was to develop and implement materials designed to improve selected comprehension skills in a primary reading laboratory and to evaluate these materials by use of a rating scale completed by randomly selected children who used the reading lab.

PROCEDURE. Because of the importance of materials in reading, the author decided to develop a number of stations in a reading laboratory. These emphasized ten comprehension skills necessary for purposeful reading. Materials were constructed with particular attention to the needs and interests of the students in the primary grades. The Picture Lady Program and the movie Star Wars served as the topics for the materials. Children were assigned to stations in the reading lab by their classroom teachers. The stations were rated by a sample of the students who used them.

FINDINGS. The results of the tabulation of the student evaluation forms provided some indication of the attitudes of the children toward the new stations. The children did not overwhelmingly applaud every station. The general concensus was that most of the stations were liked "a lot" by the majority of those children responding. The Star Wars stations were more popular that the Art stations. It was also noted that the children tended to like the activities that they found easy. Anything listed as "too hard" was unpopular.

CONCLUSIONS. From the observation of the author and the evaluation of the stations by the students who used them, it would seem that the activities did what they purported to do. That is, they developed comprehension skills in an interesting and enjoyable way. The most important conclusion derived by the author from this project was the recognition of the importance of constant awareness of the objectives to be taught. Teacher-made materials are a logical outgrowth of this type of instruction. Meeting specific needs of students by constantly modifying and updating materials should continue to be the responsibility of a good teacher.

Kleinhenz, Carolyn, M.S. in Ed., August, 1980

EVALUATING FIRST GRADERS' READING PROGRESS WHEN USING THE LANGUAGE EXPERIENCE APPROACH AS A SUPPLEMENT TO THE BASAL READING APPROACH (98 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Providing a well-balanced reading program is a major concern of first-grade teachers. A well-balanced reading program stresses skill development, comprehension, and attitude towards reading. The basal approach provides for a sequential, organized program of skill development, with emphasis placed upon the mechanics of word recognition. Although this is necessary, it is also important for beginning readers to associate meaning with print. The language experience approach emphasizes the comprehension aspect of reading by supplying students with reading material they have written and published. Reading becomes a meaningful process. The language experience approach also helps students to develop a positive attitude towards reading by making reading a personal experience for each student.

The purpose of this project was to evaluate the reading progress of first-graders when the basal approach was supplemented by the language experience approach.

PROCEDURE. Twenty-three first-grade students participated in a five-month action research project. Students received daily reading instruction through the basal approach. They were involved with the language experience approach three times each week during the project. The language experience approach was implemented by the students writing about their thoughts and ideas. Group books and individual stories were produced. Students enjoyed reading their own and each others' stories and contributions to group books.

Students were pretested and posttested on the Gates-MacGinitie Reading Test, as a means of evaluating their reading progress during the project. A teacher-written attitude survey was administered at the conclusions of the project.

FINDINGS. Test results indicated that a combination basal-language experience approach provided an effective first grade reading program. Students' comprehension ability was especially developed. Attitude survey results indicated that students formed a positive attitude towards reading during the project.

CONCLUSIONS AND RECOMMENDATIONS. A combination basal-language experience approach provided for satisfactory development of reading skills, comprehension, and formation of a positive attitude towards reading.

It is recommended that the language experience approach be used to supplement the basal approach in the first grade reading program. It is advised that the language experience approach be implemented mainly by the production of group books and individual storywriting.

Klovstad, Frances C., M.S. in Ed., June, 1975

USING INTERACTION ANALYSIS IN IMPROVING THE COGNITIVE LEVELS OF QUESTIONS TO PROMOTE BETTER THINKING AND READING COMPREHENSION (127 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The emphasis in education has shifted from having students be passive receivers of information to being active searchers. Since students cannot learn all the specific facts and answers, they must be taught to think, reason, and solve their own problems. Broad questions, which require a higher level of thinking, allow student initiation for a diversity of response which encourages higher level student thinking and better reading comprehension.

In this research project, the writer hopes to improve her teaching by developing the use of questions requiring higher cognitive levels to promote better thinking and reading comprehension in the student. Interaction analysis will be the means of systematically assessing attainment of this purpose.

PROCEDURE. The project was limited to thirteen average to slightly above average readers from a second grade classroom in Fairborn, Ohio. The subjects were divided into two groups according to the needs of the students as determined by their teacher and the writer. One group was taught using the Directed Reading-Thinking Approach (DRTA, which is based on student prediction. The other group was taught using teacher-initiated comprehension questions which were constructed for the four categories of thought: cognitive-memory, convergent, divergent, and evaluation.

Six sessions were taught in one-and-a-half to two-week intervals from February through April, with each session being analyzed before another session was taught. Each session consisted of two lessons, one with each of the two groups, both using the same basal text story which the students had not previously read. The lessons were taped and analyzed using a modified expanded system of Flander's System of Interaction Analysis. The areas of teacher questions, student responses, and silence were expanded for the purpose of this project. After analysis, a conference was held with the project adviser to discuss the previous lesson and to plan for the next session. At the completion of the six sessions, a comparison was made to determine if any change in student or teacher behavior was evident in either of the two groups.

FINDINGS. In the lessons using the teacher-initiated questions, the teacher was very indirect for each lesson. Teacher questioning and student response were fairly consistent, with the high levels of each area being used a greater percentage of the time. Unfortunately the students never asked any high level questions.

The I/D ratios and revised I/D ratios for the DRTA lessons also indicated the teacher was very indirect. Although the teacher's questions and students' responses did not show much change, in each lesson the low level for each area was used less than the high level for the same area. The percentage of high level student questions steadily improved as the project progressed.

Although the matrices do not indicate a definite improvement in teacher questioning, the writer feels she is better able to use high level questions than she was before the project began. Predictions about general performance for the entire lesson was helpful in that it aided the teacher in determining which students were improving and which students still needed special help.

CONCLUSIONS AND RECOMMENDATIONS. Questioning claims such a vital role in education that all teachers should be aware of their own questioning and the effects of that questioning. The process of developing, classifying, and analyzing questions is extremely useful in helping a teacher become aware of his own questioning technique and the questioning technique he would like to develop.

The writer recommends that in future projects it would be more beneficial to the researcher to teach different types of lessons involving questioning to determine the effects each one would have.

Knox, Albina H., M.S. in Ed., May, 1975

A STUDY ON DEVELOPING THE COMPREHENSION SKILLS OF SECOND GRADE READERS (60 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. More and more emphasis is being placed upon the reading ability of the child. Whether the child is a good reader or a poor reader has little bearing upon the child's comprehension skills if these skills have not been acquired and developed by the child. There appears to be no single method proven by which comprehension skills can be best taught. There is, also, the question as to which particular skills are needed for each level.

The problem defined by this paper is, therefore, twofold -

1. Can comprehension be taught or is this something that is acquired through maturity? environmental experiences? interests? and/or needs?
2. If comprehension skills can be taught, in which order, if any, should they be presented? Also, if they can be taught, what is the best method to use in teaching these skills?

Thus, the purpose of this study is to determine whether or not comprehension skills can be taught at the second grade level.

PROCEDURE. This study was a very narrow study limited to one reading class of second grade children in the Tipp City School District. The children involved were considered average ability students. The writer divided the comprehension skills into four categories based on research of the many recommended methods. Each category was approached with a variety of methods and techniques. Even though objectives, goals and methods of obtaining these skills were set up, the plans were flexible allowing for changes to be made as need arose. The four phases of skills examined in this study were: literal comprehension, interpretation, critical reading and listening, and creative reading. Written and oral evaluation in addition to teacher observation determined the success of the study.

FINDINGS. Even at the primary level, literal comprehension skills are introduced through the basic reader presentation. Methods were used to reinforce these skills. The children all scored, on all ten evaluations, above the 70% mark -- the final averages ranging between 80% to 90%. Of the interpretation skills, translation was the skill the children enjoyed the most, using dramatization as their immediate translation skill. The writer felt, based on teacher evaluation, that the children were very able at their age and level of understanding to work with the interpretation skills.

It was found that children at this level could also begin to evaluate, pass judgment, and discover the value and accuracy of what they have read - the critical reading skills. These students also showed that they could handle creative reading - requiring learning how to use the library - at their level. The three high level comprehension skills used oral evaluation and teacher observation.

CONCLUSION. In conclusion, the writer believes that the comprehension skills, literal, interpretation, critical reading and creative reading can be learned by primary grade children. These skills should be introduced in the primary grades and developed upon from one grade level to the next. Children will then realize they have the potential of thinking on a higher level instead of accepting everything as stated in the books.

Kurth, Sister M. Wilhelma, S.N.D., M.S. in Ed., December, 1979

DEVELOPING SCIENCE PROCESS SKILLS IN THE ELEMENTARY SCHOOL (72 pp.)

Faculty Adviser: Paul N. Lutz, Ph.D.

PROBLEM. Science should be taught in such a way that students arrive at a knowledge of science by means of scientific processes.

The purpose of this study was to develop, implement and evaluate units in science designed to inculcate science process skills. The intended outcome for the students was the attainment of an appropriate level of achievement in each of the following science process skills: 1) carrying out simple experiments, 2) recording data from experiments, 3) drawing conclusions from data, 4) communicating results of experiments orally and in writing, 5) making inferences, 6) making predictions, and 7) seeing cause-effect relationships.

PROCEDURE. Lessons were prepared on weather and the solar system according to the sequence Inquiry-Concept-Information. The inquiry part of the lesson required the students to use process skills to arrive at a concept. The concept was further developed in the information part of the lesson. The students were given a pre-test and a post-test to determine the beginning and ending levels of achievement in each of the process skills. Students were also evaluated by teacher observation of written and oral work and of the carrying out of simple experiments.

FINDINGS. All of the students involved in this study improved measurably in the science process skills. The study, therefore, indicates that science teaching which requires the students to use the science process skills does develop these skills in the student.

CONCLUSIONS AND RECOMMENDATIONS. The success of this study suggests the expansion of the present program. It also suggests further study in related areas.

A follow-up program could be established for the seventh and eighth grade science classes. This program would include a further development of the skills involved in this study with a gradual addition of more complex science process skills.

A study could be made comparing the students taught by this method with those coming in new to the school in the seventh grade. A comparison of the students' readiness for junior high science or of their beginning level of achievement in the various process skills could be made.

An alternate plan would be to test the students who were involved in this study at the beginning of the seventh grade to determine the carry over of the skills taught the previous school year.

Further study could also be carried out to determine whether students who were taught science with more emphasis on content are more knowledgeable in science than those who were taught with an emphasis on process.

Lambert, Barbara L., M.S. in Ed., December, 1980

A PROPOSED IN-SERVICE FOR MAINSTREAMING HANDICAPS IN DAYTON CITY SCHOOLS (66 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The program for elementary teacher education stresses that the teacher should continue to "grow and develop" as a person in our roles with pupils, parents, other professionals, and leaders in the community. Emphasis has been put upon each teacher to discover "self and uniqueness". Teachers are encouraged to have a "keen awareness" of the individuals with which they work.

Through a W.O.E.A. workshop survey, many teachers (85 of 100) expressed concern and a desire to learn more about mainstreaming children with learning disabilities and handicaps in the regular classroom. In Highview School, the teachers were asking the same kinds of questions.

The purpose of this project was to outline and design the objectives and experiences for a course on mainstreaming for graduate credit for teachers. The object of the mainstreaming course was to give an awareness to teachers of the many types of handicaps, some knowledge of the characteristics of the handicaps, and suggested approaches and strategies for helping the student adapt to the regular classroom.

PROCEDURE. The project developed from a survey and from interest shown on the part of the teachers at Highview School. The objectives were discussed with the principal and the Faculty Council. The school had three learning disability classrooms and sixteen students being served by learning disability tutors which were mainstreaming into regular classrooms.

The in-service project at Highview School required attendance of every staff member for one hourly meeting per month throughout the school year. The meeting was to be no longer than one hour in length. Teachers were permitted to call a voluntary meeting apart from the regular in-service to discuss a current problem.

The project was developed around the program designed for Dayton City Schools. After the first year of the in-service program at Highview, the project was presented to the Elementary Education Department at the University of Dayton. The project resulted in a graduate course (610) being offered in a workshop during the summer session. With additional time during the course, teachers used time each day to make a simulation kit and many individual and small group activity packets to use with individual students.

To evaluate the success of a program in in-service is to see the teachers developing a team approach to solving childrens' problems.

FINDINGS. The designed course was implemented at Highview School and was carried successfully through two years. The graduate course, which followed the same design, was indeed helpful and rewarding to the participants involved. The objectives for both research groups were met and the new awareness and attitude toward exceptional students is evident.

CONCLUSION AND RECOMMENDATIONS. The program to successfully mainstream students into the regular classroom will only work when regular teachers, special teachers, and administrators especially work together as a team to serve all of the children in a building. The attitude becomes one of "our children" as opposed to "mine" or "yours".

Teachers in Highview have an informed and positive attitude toward our learning disability students: a willingness to work as a team with special teachers to help all students. Much growth has taken place at Highview because in-service was required by our principal for all staff members. Teachers that attended the workshop through the University of Dayton report positive experiences.

The writer recommends that all schools, in order to bring about a positive experience to mainstreaming, require in-service on a building by building basis. The writer further recommends a follow-up program which is necessary for any teacher involved with mainstreamed students. Teachers need committee study - school-wide - to survey teacher needs for mainstreaming. A need exists for an in-service for students and parents in all schools integrating handicapped students into regular programs. The University of Dayton and Dayton City Schools might work on a plan to offer the workshop in local schools for credit.

Lee, Marva Minelia, M.S. in Ed., August, 1980

A CONSENSUS SURVEY OF ELEMENTARY EDUCATION STUDENTS IDENTIFYING TEACHING COMPETENCIES DURING AND AFTER THEIR STUDENT TEACHING EXPERIENCES (81 pp.)

Faculty Adviser: Herman Torge, Ph.D.

PROBLEM. The purpose of the study was to have the student teachers identify teaching competencies and to rate these teaching competencies as they progressed in their teaching experience. The investigation was done for the purpose of discovering whether the student teaching experience affected teaching competencies in terms of both awareness and of relative importance.

PROCEDURES. Subjects for the study were University of Dayton junior and senior elementary education student teachers attending the 1980 winter term. The number of student teachers used in this study was small, but, nevertheless representative of elementary teachers. They covered the grade range of grades 1 to 8 and were located in a variety of public and private schools.

A consensus survey was employed using a modified Delphi technique. This included the use of questionnaires in three phases. In Phase I, prior to the student teaching experience, the student teachers identified teaching competencies. These statements were then categorized under one of three classified teaching areas: knowledge, teacher attitudes (feelings and values) and skills. In Phase II, during the student teaching experience, the student teachers rated each teaching competency statement on a scale of one to seven where one was considered the highest. Comments concerning the clarification or importance of the statements were made at this time. In Phase III, after the student teaching experience, the statements were rerated and a final ranking was obtained. The statements in both Phase II and Phase III were ranked by means. Priority was not indicated by these rankings but relative importance of each competency was determined.

Discussion of these teaching competencies with campus supervisors or cooperating classroom teachers was listed in Phase III for their influence on the change of rank order of the statements from Phase II to Phase III.

FINDINGS. The data of both Phase II and Phase III would indicate that there were changes in rank from Phase II to Phase III. The changes were minor, major changes occurring only among a relatively few competencies. A Spearman Rank Order Correlation analysis of the data show the correlations to be fairly high. This indicates a consistency in rankings from Phase II to Phase III:

Knowledge	$r = .87$
Teacher Attitudes	$r = .82$
Skills	$r = .96$

CONCLUSIONS AND RECOMMENDATIONS. When comparing the results of Phase II and the results of Phase III, there appears to be an increase in student teacher knowledge concerning the relationship of the student teacher and the pupil. While there is a consistency in the relationship between Phase II and Phase III, the student teaching experience generally produces a greater awareness of the needs of the student teacher for preparation of classroom teaching.

Based on some of the results of the rank order identified teaching compentencies, these identified teaching competencies should possibly be stressed more in the pre-student teaching program.

Lelak, Angela Mary, M.S. in Ed., July, 1977

IDENTIFICATION OF GOAL CONCEPTS THAT WILL BE USED AS GUIDES FOR STUDENT TEACHERS IN A PAROCHIAL URBAN SCHOOL (43 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. The intent of this project was to provide related information and a description of procedures that will be used as a guide for the learning-teaching experience of student teachers in a parochial urban school.

PROCEDURES. A descriptive approach to the problem was used with the basic research for this study accomplished through the search of related literature in the field of student teaching.

This study provides answers to the following five questions: 1) What is the purpose of student teaching? 2) What is the role of the cooperating teacher in defining goals for the student teacher? 3) How is the parochial urban school defined? 4) What teacher-learning experiences for the student teacher can be identified as especially applicable to a parochial urban school? 5) Are there general concepts applicable to any student teaching experience?

FINDINGS. This study established a guide for the identification of goal concepts to be used for student teachers in a parochial urban school; it also provided guides for the evaluation of the student teacher in this setting and stresses the humanistic interaction of the student teacher with the cooperating teacher, students, and the campus supervisor. A set of questions to be used for the evaluation of the student teacher's performance is also listed.

CONCLUSIONS. This study was not designed to uncover new information in this area, but rather expand that already known. Following a well-organized program of student teacher preparation, the learning atmosphere can enhance and develop affective behaviors in the student teacher.

Lewis, Ella Dudley, M.S. in Ed., July, 1975

AN EXPERIENCE IN LANGUAGE DEVELOPMENT FOR A SELECTED GROUP OF KINDERGARTEN CHILDREN (55 pp.)

Faculty Adviser: Sister Elizabeth M. Waters, S.N.D., Ph.D.

PROBLEM. Children come to school with the ability to "read" in numerous informal ways because they have already experienced language as a form of [illegible]ation. One of the most important responsibilities of the kindergarten teacher is to recognize the reading ability of the child, build a program around it, and extend language awareness to include skills which will be further developed as each child continues to mature socially and grow physically. A language experience approach to reading is designed so that each child goes through a sequence of experiences which will enrich his background of knowledge and improve his skills of communication. The purpose of this study is to examine several factors of the language-experience approach to reading for the purpose of selecting and implementing developmental language experiences for a chosen group of kindergarten children.

PROCEDURE. On the basis of an informal teacher inventory and the Peabody

Picture Vocabulary Test, administered in September of 1974, six out of eighteen children were chosen to participate in a language experience program. The children attended an all day kindergarten class at Center City School, Dayton, Ohio. After assessing the needs of the children, the writer selected developmental activities for the children's learning experiences based on Allen's "Basic Framework of a Language Experience Approach" and on the writer's "objectives" drawn from the needs of the six children. Activities were selected to allow the children to demonstrate their creative abilities through art and storytelling; to stimulate vocabulary development; to develop listening and interpreting skills through directed reading-thinking activities; and to develop smooth left-to-right eye movement. The Houghton Mifflin Diagnostic Test and Survey Test were given in May of 1975 to evaluate the children's overall progress in language and to assess their pre-reading skill development.

FINDINGS. On all five subtests of the Houghton Mifflin Diagnostic Test, subjects' scores ranged from -2 to +3 with respect to the critical score for each particular part. The other more structured group of the class, not participating in this study, did exceptionally well on both the Diagnostic and the Survey Test. It is the writer's opinion that the subjects did well in certain subtests because the experience program in language development concentrated on integrating the communication skills of speaking, listening, writing, and reading. During the course of the research, the subjects developed more of a command for language, began to think more clearly before speaking, matured socially, became more outspoken and were not shy or inhibited at the end of the research. The objectives of this study were accomplished.

CONCLUSIONS AND RECOMMENDATIONS. The children participating in this research developed basic communication skills needed for successful achievement in reading. The writer was selective in her design of experiences to meet the children's needs, but felt a need for a basic skills checklist to evaluate the children's continued progress. A language experience approach can be used as a formal reading program, as a remedial reading technique with children who use Non-Standard English, and as a supplement to other reading approaches. The writer's interest in language-experience learning is based on the personal belief that reading is a communication skill which cannot be separated from a total language arts program.

Lind, Lois A., M.S. in Ed., July, 1976

AUTISTIC CHILDREN: MEDICAL, PSYCHOLOGICAL, AND EDUCATIONAL ASPECTS (84 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. This is a descriptive study of the medical, psychological, and educational aspects of the autistic child. Autistic children have frequently been misdiagnosed particularly as mentally retarded or as schizophrenic. There still is a need for earlier diagnosis and better opportunities for special education and training even though in recent years much progress has been made in developing ways of helping autistic children to learn and practice basic skills.

PROCEDURE. Library research of books, periodicals, audio-tape recordings and filmstrip-cassette limited to medical, psychological, and educational aspects of the autistic child within the last decade were utilized for the research findings.

FINDINGS. The medical aspects are presented in regards to the clinical characteristics, medical diagnosis, incidence, etiology, prognosis, and proposed medical treatment.

The psychological aspects of the autistic child include the difficulties associated in testing the child, the reasons for testing, the role of the parents and teachers, and the significance of various types of tests.

The educational aspects of autistic children are relative to the defects and delays in the development of the child's cognitive features. The autistic child appears to be locked into the cognitive characteristics of the pre-four year old. The less handicapped the autistic child is the more likely he may attain higher levels of cognitive development.

CONCLUSION. The implications for further research inferred from the review of literature would seem to be the need for earlier and improved diagnosis of autism and better opportunities for special education and training. Professionals need to asses more effectively not only the autistic child but also the agencies and services which are available to assist the child and his family. This infers that improved assessment techniques and skills are needed.

Liu, Sarah, M.S. in Ed., April, 1980

A PROPOSED DESIGN FOR A WORKSHOP ON CREATIVE WAYS OF TEACHING LANGUAGE ARTS TO THE GIFTED IN THE REGULAR ELEMENTARY CLASSROOM (75 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The gifted child is often neglected in the classroom. This is due to a number of reasons. One may be that so much time is spent on the average child that little time is left for the gifted. However, one main reason is the fact that teachers do not have the training to teach the gifted. To alleviate this problem, many graduate schools are offering programs in gifted education, but many teachers in full-time positions cannot take advantage of this.

PROCEDURE. One of the viable alternatives is to conduct a short-term workshop. This project proposes a design for a workshop on creative ways in dealing with the gifted in the regular classroom.

FINDINGS. The workshop is to be conducted after this project is submitted, so findings cannot be reported. In trying to set up the workshop, many contacts have been made and this will certainly serve as a rich backlog for workshops to come.

CONCLUSION AND RECOMMENDATIONS. This workshop will be barely scratching the surface and hopefully will just whet the appetite of those involved. There should be many more short-term workshops concentrating on different subject areas and grade levels to meet the needs of so many. High school was not included in the workshop. This would be another area to consider.

Lockard, Douglas, M.S. in Ed., July, 1975

EFFECT OF A DIRECTED STUDY GUIDE ON LIBRARY SKILLS ACHIEVEMENT IN THE FOURTH, FIFTH, AND SIXTH GRADES (107 pp.)

Faculty Adviser: Gordon E. Fuchs, Ph.D.

PROBLEM. Today's elementary school has a new type of curriculum. The former learning procedure, which had as its care "the textbook", has been replaced by an active, integrated curriculum involving new materials and varied classroom procedures. The need for library skills in this new type of curriculum is quite apparent. The major purpose of this study is to determine, by means of the experimental method, the effects of a criterion referenced study guide of library skills, developed by the writer, on the achievement of fourth, fifth, and sixth grade students. A related problem is to ascertain the effects of the experimental procedure on the achievement of pupils in four skill areas: arrangement of books; parts of a book and their usage; card catalog; and the use of dictionaries, encyclopedias, and reference books.

PROCEDURE. This study was conducted with fourth, fifth, and sixth graders from Harshman Elementary and Brantwood Elementary Schools, Dayton, Ohio. The total population of the study was 173 students; 88 in the experimental groups and 85 in the control groups.

These students were assigned rooms by their scores on the Mad River Township Informal Reading Inventory. The writer selected two rooms at each of the fourth, fifth and sixth grade levels. The experimental design used was a modified version of Campbell and Stanley's pretest-posttest control group design. The design was modified because the writer could not assign students to experimental and control groups in a random fashion. However, teachers were assigned to experimental and control groups in a random manner.

Students of both groups were given the National Test of Library Skills-Levels Two to Four as a pretest on the first day of the period that was used for this study. The experimental groups' teachers used the Criterion Referenced Study Guide of Library Skills for a thirty minute instruction period each day. Teachers of the control groups taught the skills only as they appeared in the basic text at their grade level. Students were posttested using the same instrument at the end of six weeks. Data were analyzed using the "t" test and the F max test.

FINDINGS. There were significant differences for these grade levels between the experimental and control groups.

The F max test showed there was no significant difference in the variances of the experimental and control groups for either of the hypotheses.

CONCLUSIONS. Three conclusions can be surmised from this study. They are:

1. The results indicate that the use of a Criterion Referenced Study Guide of Library Skills (planned and structured) does result in more gain in student achievement than a less structured and less planned program.
2. Although a Criterion Referenced Study Guide of Library Skills on the whole appears to aid in library skills achievement, the results indicate that there was no significant mean gain by students on the section dealing with parts of books and their usage. The writer understood that this finding was probably due to the high pretest mean scores on this section. The writer feels that this skill has been previously achieved through the basic introduction of books in the classroom.
3. The writer recognizes that six weeks was not sufficient time for fourth graders to complete this study.

The writer offers the following recommendations for future research:

1. The writer recommends that a longer period than six weeks be used to cover the skill objectives.
2. The writer recommends that all students be given actual experience in using the library as the skills are taught in the classroom.
3. The writer recommends that teachers move to the next skill in the

study guide when students reach their frustration level; therefore, all students would not complete all the objectives for each skill.

4. The writer recommends studies be made comparing the gain made between boys and girls, and low and high achievers.

Macauter, Eleanor J., M.S. in Ed., April, 1976

PLANNING AND DEVELOPING A THIRD GRADE INDIVIDUALIZED BASAL READING PROGRAM (75 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. The children for which the individualized basal reading program was developed are using Programmed Reading, McGraw-Hill, as the basic reading text. Many of the children are accelerated readers and most of them complete the programmed reading series before the end of the first semester. The need for a reading program designed to provide for the student's continued advancement after they have completed the programmed reading series provides the problem for this project. An individualized basal reading program has been planned and developed.

PROCEDURE. The history of individualized reading was studied and an individualized reading program was planned and developed. The program began early in November, 1975 and will continue through June, 1976. All the children participating in the individualized basal reading program were given the San Diego Attitude test and the Betts Informal Reading Inventory to determine their attitude toward reading and to ascertain their reading grade level. At the end of the semester, a second form of these tests were administered to discover whether or not there was a change in attitude toward reading and how much reading gains were made.

FINDINGS. Certain positive advantages were observed in favor of the individualized basal reading program. The children read more and since they could choose books on their own reading level, they were able to succeed, and therefore, self-confidence and positive attitudes toward reading were apparent.

Reading and other language arts became more closely integrated and growth was evidenced in both oral and written expression. The children learned to work together, to care for and be responsible for the materials and equipment they used, and to be responsible for carrying out the activities without the supervision of the teacher.

The program requires a considerable amount of writing. A few immature learners experienced difficulty with this part of the program.

CONCLUSIONS AND RECOMMENDATIONS. The success or failure of a reading program such as this will depend on the teacher. If a teacher desires to implement such a program, he needs to understand the procedures used to facilitate an individualized reading program. Careful study of the plan may include a great deal of reading about individualized reading, in-service workshops, lectures, observation of a working individualized reading program, or any other method of obtaining complete information about the program.

Mack, Kathy Ann, M.S. in Ed., July, 1978

THE RELATIONSHIP OF SELF-CONCEPT TO ACADEMIC ACHIEVEMENT (35 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. One of the goals of education is to allow opportunities for a student to exercise his mental abilities through academic pursuits. The teacher's evaluation of how successful a student is in such academic areas as reading, mathematics, science, and social studies is recorded as grades. The grades show that not all students are equally successful. The reasons for this variance are multiple, but one that researchers have considered is the effect of self-concept on achievement. The purpose of the present study is to determine the effect of self-concept on achievement. The present limited study attempts to evaluate the relationship between self-concept, self-criticism, self-concept of ability, and academic achievement.

PROCEDURE. A study was conducted using thirty-two male and twenty-nine female seventh grade students from a suburban public school north of Dayton, Ohio. The students were given the TSCS (Tennessee Self-Concept Scale) to measure self-reported self-concept. The sub-scores of the TSCS used in the calculations are the "Total P" score, which measures overall level of self-concept, and the "SC" score, which measures self-criticism. The SCAS General Form (Self-Concept of Ability Scale) was used to measure self-concept of ability. The test was administered during the second nine weeks' grading period of the 1977-78 school year. The students' subject grades in mathematics, science, english, and social studies, as well as their grade point averages for the second quarter, were compared with the results of the above stated instruments to determine whether there was any relationship between self-concept, self-criticism, self-concept of ability, and academic achievement. The data was analyzed using chi square corrected with Yates' correction and the correlations calculated with the coefficient of contingency.

The general hypothesis is that there is no relationship between self-concept and academic achievement measured by the GPA.

FINDINGS. The correlations were less than fair to good with four of the coefficients significant at the .05 level. The findings of the present study indicate that 1) self-concept of ability is a good predictor of achievement in social studies for males, 2) self-concept of ability is a good predictor of overall achievement, GPA, for both males and females, and 3) self-concept of ability is associated with overall self-concept for females. Self-concept of ability is the only variable in the study that had any significant relationship to any of the other variables studied.

CONCLUSIONS AND RECOMMENDATIONS. The findings of the present study indicate that there is no significant relationship between academic achievement in individual subject areas, GPA, self-concept, and self-criticism. However, the findings do indicate that while the individual subjects do not correlate significantly with self-concept of ability, GPA does. The lack of significant findings have been attributed to the size of the sample and the content validity of the tests. The following recommendations are made as possible improvements on the design of the study:

1. A larger sample, perhaps two hundred students, would allow for the grades to fall more along the normal curve and be more representative of a random population.
2. A second recommendation is to use the subject specific form of the SCAS to see if there is any relationship between self-concept of ability and achievement in specific subject areas.

Marquardt, Arlene M., M.S. in Ed., December, 1975

INDIVIDUALIZED INSTRUCTION THROUGH A MULTI-MEDIA MATERIALS APPROACH (48 pp.)

Faculty Adviser: Rita E. Klosterman, Ph.D.

PROBLEM. Many changes have taken place in the field of reading instruction during the last fifty years. New programs are being experimented with and tried in various forms across the country. The challenge of meeting individual differences in children is still a major concern of teachers. Only by solving this challenge can children become effective readers. The writer endeavors to meet the varied needs of her class through the organization of an individualized reading program. However, the writer feels all children need the benefits of group interaction; daily group interaction seems to motivate them and provide the skills and security they need. The purpose of this project is to determine the success of an individualized reading program which emphasizes group activity and learning centers.

PROCEDURE. The project was conducted at Saville Elementary School in Mad River Township, Dayton, Ohio, from October 1974 to May 1975. Twenty-eight second level primary children participated in an individualized reading program which emphasized group activities. Testing included the *Silvaroli Word Test*, the *Mad River Informal Reading Inventory*, and the *Mad River Phonics and Structural Analysis Survey* which measured word recognition, comprehension, and word analysis skill development at the beginning and at the end of the project. The *Stanford Achievement Test* was also given as a standardized measure of achievement. An Interest Inventory was also given to the children to aid the teacher and the pupils in selecting reading material. They were instructed with an individualized approach and group activities for the duration of the study. Each child had two individual conferences every week. Reading power groups were held three days a week where each child read stories together, learned new skills, and discussed reading material. Skill groups were held periodically when a need arose. Materials used for the project included basal texts, trade books, library books, magazines, films, skill kits, reading activities, and center activities.

FINDINGS. The children using the individualized reading program showed gains in word recognition, comprehension, and word analysis skill development. They also showed improvement on the *Stanford Achievement Test*. The writer also observed several advantages and weaknesses in the individualized reading program which are cited in the paper.

CONCLUSIONS AND RECOMMENDATIONS. The writer is in favor of an individualized reading program in a self-contained classroom despite some of the problems encountered. The advantages far outweigh the disadvantages. The number of children placed in the classroom should be limited to twenty or less. The time spent on various activities in the individualized classroom could then be extended and more activities included.

The writer feels an individualized reading program is not the only solution for meeting the individual needs in the classroom. Only by being aware of the techniques, structures, and options involved in good reading instruction, can a teacher effectively meet the individual needs of the student.

While reviewing the literature on individualized reading programs, the writer found that research is very limited in terms of quantity. More controlled studies need to be completed and more research is needed to test factors such as using both an individualized and basal program as instructional alternatives, the possibility of individualized reading being more profitable for certain children, and whether the variable of socio-economic status makes a difference.

Mathews, Loistene H., M.S. in Ed., December, 1980

THE BEGINNING, GROWTH, AND PRESENT STATUS OF THE CLASSES FOR THE EXCEPTIONAL STUDENT IN THE DAYTON, OHIO PUBLIC SCHOOL SYSTEM (66 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. It is the purpose of this study to prepare a handbook for school personnel in the Dayton Public School System who come into contact with the education of exceptional children.

The intent of this handbook is to serve as a reference giving descriptions of handicapping conditions, and providing historical information, growth, and present status of services provided by the Dayton Public School System in its efforts to educate the exceptional learner. The handbook also serves as a guide to show the many changes that have occurred during the past decade in education for exceptional students. These changes have greatly affected the roles of all school personnel.

PROCEDURE. A historical approach to the problem was used. Information for the project was secured through personal interviews, newspaper files, records of the Division of Special Education in the Dayton Public School System, annual reports prepared by Superintendents, the Division of Curriculum and Instruction, and other historical related literature.

CONCLUSIONS AND RECOMMENDATIONS. Special education services for exceptional children in the Dayton Public School System have been rapidly expanded to cover areas of exceptionality. The operation of new programs naturally required the concern and attention of the entire school personnel.

Educational programs for the handicapped have increased as the years have passed. However, the greatest need is for a curriculum guide containing scope and sequence, extensive planning and careful selection of remedial material. More classes are needed for the emotionally disturbed within the regular school setting and prevocational components planned at the junior high level. Inservice programs for teachers should be provided in individual school buildings within the Dayton Public School System to encourage participation in the education of the exceptional learner.

McAfee, Felecia Lynne, M.S. in Ed., July, 1980

THE IMPORTANCE OF SELF-CONCEPT IN RELATION TO READING DIFFICULTIES (60 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. The majority of all the research in the area of self-concept and achievement in school concludes that the better the self-image of the learner, the better his perception of himself as a student and his ability to achieve. Therefore, teachers of students who have been identified as having specific problems in reading need to be aware of the important implications that self-concept has in relation to any progress (skill-wise) that can occur.

In addition, the teacher must express (in both attitude and action) that he believes in the child and in the child's ability to learn. By doing these things, the teacher will be providing an atmosphere in which the student should feel free to try, and if errors are made -- he will not retreat from learning, but rather will attempt to correct the errors and continue trying.

The learner should be made cognizant of his own abilities; the teacher should guide the student and urge him to become self-motivated in reading (and toward school success, in general).

The intent of this project was to implement and evaluate methods of positive reinforcement which were designed to increase the self-concept of the students in a Supplemental Reading class, in relation to their reading abilities and attitudes toward reading.

PROCEDURE. A descriptive approach was used, with the basic research for this study being done through a search of the related literature in the field of self-concept in relation to reading difficulties of children.

Approximately twelve weeks were spent as a treatment period for five second grade students who attended an inner urban primary school. The students met for approximately thirty minutes in the setting of the Supplemental Reading classroom.

The pupils were given three test instruments at the beginning of the project. The test instruments were: 1) Piers-Harris Self-Concept Scale, 2) Teacher-made student questionnaire on attitudes toward reading, and 3) Observation Checklist used to more formally assess pupil attitudes toward reading.

During the course of the treatment period, the Observation Checklist was used weekly as an on-going method of monitoring any changes in the observable habits of the children toward reading in general.

The group met each day for approximately thirty minutes. During this time, the students had specific reading skill areas on which to work. These areas included: large group introduction or review of specific reading skills, silent or oral reading of a story in a basal test or supplemental text, viewing a filmstrip, review of specific Sight words, independent work on Systems-80 learning machines, and reinforcement of skills via tape recorded lessons.

Methods of positive reinforcement used during the treatment period were: verbal and written encouragement, school/home communications (example, "good word" notes), reading for pleasure during the students' free time, reading to younger students (first grade students also involved in the Supplemental Reading Program), and the students served as both authors and illustrators of a book (a Language Experience project).

FINDINGS. On the Piers-Harris Self-Concept Scale, the Pre-test group average was 55, while the Post-test average was 56.4. The Pre-test Standard Deviation score was 10.26 with a mean of 55.2. The Post-test Standard Deviation was 10.28 with a mean score of 56.8. Since both the Pre- and Post-test Standard Deviation scores were over 10, the scores could be interpreted as either 10 points more or less than their actual scores. Therefore, the scores can only be used or treated as presumptions, and not as actual statistical information.

Regarding the Teacher-made questionnaire, the students seemed to enjoy reading and all reading-related activities. However, none of the students voluntarily mentioned reading any books, magazines, etc. at home; nor did the students talk about any books belonging to them.

Because of the design of this project, the results of any or all of the test instruments can not be said to show any statistical significance.

CONCLUSIONS AND RECOMMENDATIONS. It can be concluded from the study that during a period of twelve weeks no real insight could be gained in effecting a real change in the self-concepts of students, especially those who have had difficulty in many areas of school work.

Another conclusion is that real gains in the area of students' self-concepts could be made in a study carried over a much longer period of time.

Another deterrent was the fact that the project participants and their activities were limited by a stringent amount of time. Because of this time allotment, the classwork (skills, worksheets, etc.) had to be covered first--thereby relegating the remaining time to the project activities.

It is recommended that the "special" teacher undertake some type of program or system designed to help his students develop a better picture of themselves. This activity could be accomplished in many different ways, some suggestions being: peer tutoring--students working with students on their own grade level; older students could read to or tutor younger students;

students could be encouraged to make books with themselves as the main character; bulletin boards highlighting each student throughout the year.

Finally, it is recommended that the learner be included in the learning process and that the learner be instructed in such a manner that he sees the relevance and the relationship between school, learning, and himself.

McClain, Janet, M.S. in Ed., August, 1976

SEASONS, HOLIDAYS AND SPECIAL EVENTS: A HANDBOOK OF EXPERIENCES FOR CLASSROOM USE (111 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. Holidays, seasons, and special events are celebrations of history and observances of natural occurrences. Holidays and special events reflect life situations of the people, and are relics of the past that are significant to that society. Seasons and natural phenomenon affect man and his way of living.

Children enter school with some knowledge of these occurrences, but often they are not aware of the reasons for the observances and celebrations. Schools can provide children with experiences that will further their understanding of celebrated events. Teacher preparation is pertinent to this accomplishment.

The teacher's accessibility to factual information and planned experiences about each holiday, season, and special event should be an aid to preliminary planning and preparation. The objective of this project is based on that premise. This handbook has been developed to serve as a teacher's guide to information, activities, vocabulary, and literature that can be used to help the child become more aware of the reasons for and customs of certain observances.

PROCEDURE. National holidays, seasons, and special events that are celebrated during the months school is in session are included in the handbook. Discussion of each celebration includes selected information about the event, the reason why we celebrate the occasion, and various customs characteristic of that occasion.

Key words that are associated with each holiday, season, and special event are provided. These words may be used by the teacher as desired. Hopefully, teachers will acquire key words from the children as they interact during the discussion of a certain event.

A minimum of five activities for each month are listed. These activities involve the children with listening, speaking, reading and writing. Additional experiences with art, music, drama, games, and cooking are included, and should allow the children to create and grow through active involvement.

Poetry and story books can also enhance each child's understanding of various celebrations. Several poems are given for each event, as well as a brief list of authors and book titles.

This handbook is a compilation of library research and teacher experiences in the classroom. It is designed as a teaching aid and its benefits are measurable by its use.

McCullough, Marlene S., M.S. in Ed., April, 1978

A PROPOSAL FOR A LEARNING DISABILITIES PROGRAM FOR WAYNE HIGH SCHOOL, GRADES 10-12, WAYNE TOWNSHIP SCHOOLS, DAYTON, OHIO (62 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The vast majority of classroom teachers on the high school level do not know what learning disabilities are, nor do they know how to meet the educational and complex emotional needs of such students. The educational system fails then when it is comprised of teachers who are ignorant of the new developmental body of theory in the field of learning disabilities. Wayne Township Schools, Montgomery County, Dayton, Ohio is such an educational system. It is the purpose of this study to design a learning disabilities program to meet the tremendous needs of Wayne High School.

PROCEDURE. For the background information on the field of learning disabilities, historical research was carried out. Basic concepts and theories essential to an understanding of the field are described. Descriptive research was also used in a discussion of what presently exists in the area of learning disabilities programs on the high school level. This is especially evident in the section of the project where the actual program is described in full detail. Aspects of the total program developed are described as follows: philosophy; identification of population; assessment and placement procedures; units of study; methods and materials; projected housing and staffing; ancillary services; evaluation of the program; and in-service recommendations.

Few, if any, of the methods, materials, or instructional ideas suggested are the writer's original contributions to the field of learning disabilities. That is not the purpose of this project. The topic was approached from a perspective of synthesis of the ideas of others who are experts in the field.

FINDINGS. After studying existing secondary programs and their philosophies, it would seem that a program to be developed specifically for Wayne High School, grades 10-12, should be based upon a learning center approach. The main thrust of the program would be aimed at altering delivery systems and teaching compensatory skills. Remediation would not be the major emphasis of the program as outside LD tutoring and the existing secondary reading lab would be more effective.

CONCLUSIONS. Instituting this program will be no easy task. There seem to be at least two major pitfalls of which the teacher must be aware. First, many students actually have been harmed by fragmented help. The LD/BD teacher must be concerned with carry over between the LD/BD unit and the regular classroom if this intervention system is to be successful. Secondly, the LD/BD teacher must also guard against the tendency of some students to use the LD/BD placement as an "easy out" - to keep from working up to their full potential.

Whether Wayne Township Schools elect to institute this program or not, the writer views the work as worthwhile. Parts of the project, or all of it, can be utilized by other secondary schools. However, even if it is never put into practice by a school system, the writer has grown in her knowledge of the field, and hopefully, is a better teacher for it.

McGillivray, John Arthur, M.S. in Ed., July, 1976

A COMPARISON OF THE EFFECTS OF ISOTONIC AND ISOKINETIC EXERCISES ON LEG POWER (27 pp.)

Faculty Adviser: Doris Drees, Ph.D.

PROBLEM: The author has been interested in improving the jumping ability of the students and athletes with whom he has worked. Current literature reflects conflicting viewpoints concerning isokinetic training as a superior method to isotonic training for power development. It was the purpose of this study to determine if there is a difference between the effects of isotonic and isokinetic exercises on the leg power of men and women.

PROCEDURE. Thirty-three Cedarville College students participated three days per week for five weeks in a training program for the development of leg power. The subjects were given the Vertical Power Jump Test to assess their jumping abilities prior to training. On the basis of the pre-test scores and sex, the subjects were divided into four groups. One group of men and one group of women trained on a Universal Gym leg press station. The other two groups trained on a Super Mini-Gym isokinetic device. Both groups did three sets of eight repetitions each training session. After the five week training period the subjects were given the Vertical Power Jump Test to determine the amount of change in leg power.

FINDINGS. There were no significant differences in the amounts of change of the four groups. Gains in leg power were made by all of the groups. The biggest gain was made by the women's isotonic group and the least gain was made by the women's isokinetic group.

CONCLUSIONS AND RECOMMENDATIONS. Isotonic and isokinetic exercises both caused improvement in the leg power of men and women over a five week training period. There was no significant difference between the types of training used.

The author recommends that a similar study be done with more subjects. He also suggests that a study be done comparing different types of isokinetic training programs with the number of repetitions, number of sets, frequency of training, and speed of the device as possible variables.

McIntyre, Shelley Staddon, M.S. in Ed., July, 1979

THE USE OF MISCUE ANALYSIS AND READING STRATEGY LESSONS WITH FIVE EIGHTH-GRADE LEARNING DISABLED STUDENTS (117 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. One problem of learning disabled (LD) students is reading comprehension. By the time LD students reach junior high school, they dislike reading, and their reading levels are almost certainly below grade level. These junior high LD students need a method of reading instruction that will improve comprehension and maintain their interest and motivation.

Miscus analysis and reading strategy lessons, whole language, and psycholinguistic approaches seem able to accomplish these goals. However, little research has been conducted in the use of these methods with LD students.

Therefore, the purpose of this descriptive study was to use the Reading Miscue Inventory (RMI) to study the effectiveness of miscue analysis and reading strategy lessons with five learning disabled eighth-grade students.

PROCEDURE. A complete RMI was conducted with each student. The student was tape recorded while reading and retelling a story aloud without assistance. After the student finished the unaided retelling, questions were asked to stimulate further recall.

The tape-recording was studied to evaluate the student's reading in four areas: habitual associations, repeated substitutions of one word for another; graphophonics, the use of available graphic and phonic information; syntactics, the use of the grammatical structure of the text; and semantics, the use of meaningful context. Analysis of these areas and the retelling was used to determine the reader's strong and weak reading strategies and comprehension score.

Based on this information, appropriate reading strategy lessons were selected or written for each student. The student was exposed to these lessons, development exercises (comprehension questions, creative writing and art, or related reading), and self-selected reading for five instructional weeks. The student was then re-evaluated on the RMI to determine whether or not the strategy lessons had improved reading.

FINDINGS. No group data were compiled. Each student's performance was considered individually.

The RMI pre-tests indicated that these students relied heavily on graphophonic cues, needed to increase their proficiency with syntactic cues, and improve their comprehension. Two students were only somewhat effective users of reading strategies, two were moderately effective users, and one was a highly effective user of reading strategies. Since these classifications were based on the students' performances at their present (below grade level) reading levels, all students still had room for improvement.

The RMI post-test indicated that the students had shown improvement. Not only did the strategy lessons seem to maintain or increase their interest in and enthusiasm for reading, but they also generated academic progress.

All the students improved in at least one area (habitual associations, graphophonics, syntactics, or semantics), and four of the five increased their retelling and/or comprehension scores. In addition, both of the original somewhat effective users of reading strategies became moderately effective users, and one of the original moderately effective users became a highly effective user of reading strategies. Therefore, miscus analysis and reading strategy lessons were successful in improving comprehension.

CONCLUSIONS AND RECOMMENDATIONS. The combination of miscus analysis and reading strategy lessons appeared to be an effective method of maintaining or increasing junior high LD students' interest in reading and improving their comprehension. There were, however, three uncontrolled variables which could have possibly influenced the results of the study. 1) The pre- and post-test stories could have had slightly different reading levels which affected the students' reading for better or worse. 2) The writer's improved technique in guiding the retellings may have accounted for the increase in the retelling scores. 3) The students might have responded positively to the strategy lessons merely because they were new and different rather than because they were intrinsically more interesting. Despite these possible uncontrolled variables, however, miscue analysis and reading strategy lessons still appeared to be effective with the eighth-grade LD readers.

Therefore, four closely-related recommendations were made on the basis of the study's results. 1) Further experimental research should be conducted in the use of miscue analysis with LD students. 2) LD teachers should be exposed to psycholinguistic theory and trained in miscus analysis. 3) LD teachers should be encouraged to use miscue analysis in their classrooms. 4) If miscue analysis is used in the classroom, a shortened or simplified version of the RMI should be considered in order to save time.

Miller, Deborah Anne, M.S. in Ed., November, 1980

A HISTORICAL BACKGROUND OF FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOL AND ITS ADVANTAGES (119 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. There is an increasing awareness of the physical and psychological advantages of an early start in a foreign language study. Childhood is the most favored period for laying a strong, solid foundation for oral fluency. It is also the period in which nascent prejudices can be eradicated. Thus, the elementary school program should strive toward linguistic and cultural achievement.

The intent of this project was to provide historical background discussing the advantages for early intervention of a foreign language and to develop, implement, and evaluate a program of introduction to French to seventh graders.

PROCEDURE. An action approach to the problem was used with the basic research for this study accomplished through a search of the related literature in the field of foreign language instruction in elementary schools. In addition, eight weeks was spent teaching French to an experimental group to test the theories found in the literature.

FINDINGS. The good foundation of oral fluency carries several concomitant outcomes: 1) deep personal satisfaction is gained from the knowledge of having acceptable and praiseworthy pronunciation, 2) the possibility of enjoyment of the literature of the language in the original manuscript is increased, 3) personality enrichment and character development are a result of the ability to grasp the language, and 4) communication with non-English speaking persons living in the community or abroad is possible.

By teaching a foreign language in the elementary school, one increases a child's appreciation and knowledge of not only another people, but of himself also. A child becomes satisfied with himself and may become more enthusiastic about his education and, be more eager for learning.

CONCLUSIONS AND RECOMMENDATIONS. Care should be exercised in selecting programs, children, and personnel. Adequate personnel, properly trained, following a well-organized program of foreign language instruction, can make a tremendous contribution to the success of foreign language instruction.

It should be proposed to the Board of Education that to provide foreign language instruction in the elementary school, there should be set up in-service training, along with the establishment of a resource center under the direction of a language specialist or supervisor to aid in teacher preparation.

Miller, Mary Elizabeth, M.S. in Ed., June, 1979

A STUDY OF MATERIALS, GAMES, PROCEDURES, AND ACTIVITIES TO TEACH AND REINFORCE NEEDED READING SKILLS TO BEGINNING FIRST GRADE READERS (41 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. This teacher had found that each new year in first grade there are a wide range of ability and readiness levels in her classroom. It has become frustrating trying to find a variety of materials and methods to meet these individual needs. The purpose of this paper is to identify learning activities, games, and procedures to aid the classroom teacher in working with beginning readers. The main objective is to try to provide a variety of learning activities and methods of teaching initial reading skills to the beginning reader. These activities will be selected and modified to meet individual needs. The teacher feels that is it important that these activities not only reinforce the individual skill being taught, but that they may be interesting to the children. It is also anticipated that many of these materials, after initial introduction, could be used by the children on their own.

PROCEDURE. This was an action-research project selected for the purpose of trial use and adaptation of materials, methods, games, and activities that taught and reinforced specific reading skills to beginning readers. The beginning reading skills taught and reinforced in this project were selected according to the individual and group needs of the children. This was determined through the use of a reading readiness placement test, an informal reading assessment inventory administered to the individual children by the classroom teacher, and through teacher observation. Materials, games, activities, and teaching methods were selected to teach and reinforce the following beginning reading skill areas: I. Listening Comprehension; II. Perceptual Skills; and III. Word Attack Skills. All materials selected for this project were chosen because of their simplicity that allowed them to be used without written directions and continuous teacher direction. All of the materials were made by the teacher and adapted to meet different ability levels.

CONCLUSION. Many of the games, such as the fish game, hopscotch, alphabet twister, and puzzles, were successful on a small group basis. The word wheels, word viewer, and the scrambled egg activities were great for individual reinforcement. The large group games, with direct teacher involvement such as the letter can, musical words, word match, and the matching words to objects activity, provided the teaching and reinforcement needed while keeping the interest of the children and the teacher. Overall, this teacher feels that these materials, activities, and teaching methods did provide a variety of ways to teach the wide ranging ability and readiness levels found at the beginning of each new year, and to reinforce beginning reading skills.

Mitchell, Sue Ann, M.S. in Ed., August, 1980

CORRELATION BETWEEN THE METROPOLITAN READINESS TEST AND FIRST GRADE READING SCORES (57 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. Each year kindergarten teachers are faced with the task of placing their students in reading programs for the coming school year. Scores on a readiness test are one tool a teacher may use to help with reading placement. This project attempted to establish the validity of using the readiness test as a criterion.

The purpose of this study was to ascertain the amount of correlation between success in three beginning reading programs and the results on selected sections of the Metropolitan Readiness Test.

PROCEDURE. The decoding model of reading was represented by Sullivan Programmed Reading. This model was defined as a phonetic approach to reading. The skills model of reading was represented by the Bookmark Program and also by the MacMillan Reading Program. The skills model was defined as a method of teaching reading in which basic skills are stressed. The visual and auditory sections of the Metropolitan Readiness Test, Level 2, were also used.

The twenty-seven subjects were given the Metropolitan Readiness Test in May, 1979 at the close of their kindergarten year. In the first grade, the same subjects took the achievement tests of their respective reading programs. Those tests were also given at the close of the year.

The Pearson Product Moment was used to establish correlations and the "t-test" was used to establish significance.

FINDINGS. Both sections of the Metropolitan were found to be insignificant at the 0.05 level, in their correlation to the three reading tests.

CONCLUSIONS AND RECOMMENDATIONS. The trend indicates that placing students in reading programs using the Metropolitan is a valid practice, although due to lack of significance it is not scientific. More research, with a larger population, is indicated in order to establish significance.

Murphy, Anna Mae, M.S. in Ed., August, 1975

A STUDY OF THE FACTORS THAT INFLUENCE THE LISTENING HABITS OF KINDERGARTEN AND PRIMARY CHILDREN WITH INSTRUCTIONAL ACTIVITIES TO CORRECT THEM (113 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. As a substitute teacher in the public schools, the writer has become aware of a common recurring problem in the primary grades of many schools, that is, the problem of non-listening. Out of the writer's curiosity about factors which influence and develpp listening habits and skills of young children, came this project. Clearly, some causes were educational, but others must be social having their foundation in the family and community. If a child does not listen, can the teacher correct the habit, and develop listening skills?

The purpose of this purpose of this project is to study the factors that influence the listening habits and skills of kindergarten and primary children in the public schools in order to provide instructional activities to correct them.

PROCEDURE. The study focused on kindergarten and primary children and involved the use of the communication skill of listening as differentiated from the physiological function of hearing. The project consisted of two parts: I. The Prerequisites (formal discipline) and II. The Teaching Activities. The method of study used was library research in the areas of listening discrimination, comprehension and appreciation. Inclusion of all aspects of listening is contingent on an organized taxonomy supplied with available materials; therefore, such a collection was assembled, both to implement and to be used simultaneously with each subject area -- language arts, social studies, science, and math. Materials were from varied media -- records, tapes, kits, games, books, and filmstrips. Each activity has its own suggested aids, ungraded, so that they could be adapted to any level.

FINDINGS. Since listening is a skill, it can be taught; moreover it is incumbent on the school to inculcate both intellectual and appetitive habits. The teacher should be aware of the listening habits of children she teaches and concerned with ways to improve or correct them. Knowledge of the listening process and factors that influence and foster its exercise alert the watchful teacher. This teacher should know that:

1. Listening is the interpretation of sound. It has a strong relationship to intelligence as the reception of the message triggers effective expression.
2. Listening habits and the self-concept are fairly well developed by the time the child reaches school.
3. Cultural experiences filter the child's learning and determine his ability to communicate.
4. The speaker influences the quality of listening by his delivery, speech, vocabulary, rate, gestures, and facial expression, and the content and coherence of the message.
5. Attention is based on discrimination learning.

CONCLUSION. Through the study of factors influencing listening, it was found that listening isn't automatic, at home or at school. The child listens to that which pleases him or reacts to him. Therefore, to use this communication tool, he must be taught its advantages, personally and socially. The school's responsibility to build orderly habits of mind presupposes a well-planned program of experiences. In establishing objectives, the needs of the child must be considered carefully to plan a functional and successful program. Purposeful listening assures the child's facility of comprehension in his growing electronic world.

Nemore, Virginia, M.S. in Ed., July, 1975

A STUDY OF THE ACADEMIC ACHIEVEMENT OF SECOND GRADE CHILDREN IN RELATION TO SELECTED FACTORS (66 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Many researchers have been studying ways to predict academic achievement and in so doing, have attempted to identify those factors that influence this achievement. Educators and psychologists have been studying the relationship of social and personal background to academic achievement and evidence seems to indicate that there are many factors that contribute to successful school work or become barriers to satisfactory achievement. The purpose of this study was to attempt to determine whether or not certain selected factors have a relationship to academic achievement. The achievement of second grade pupils was studied in relation to physical, mental, and environmental factors with major emphasis being placed upon intelligence as measured by an intelligence test, chronological age at school entrance, sex differences, and family background, to include the educational and occupational status of the fathers.

PROCEDURE. The descriptive-survey method of research was used in this study. Pupils included were one hundred forty-one students in levels five, six, and seven at Weaver Elementary School, Dayton, Ohio during the 1973-74 year and successfully completed level seven. The information needed was obtained through the use of tests, school records, and a questionnaire. Information concerning the educational and occupational status of their fathers was determined from a parental questionnaire. The academic achievement was determined from the mean scores of the *Metropolitan Achievement Test*. Intellectual ability was determined from the *Science Research Associates Primary Test of Mental Abilities*. The permanent record folder and Kardex were used as sources for chronological age at school entrance, socio-economic conditions and other pertinent data as noted and recorded by the first and second grade teachers. The results were compiled and tabulated in order to work out correlations and comparisons between achievement test scores and certain selected factors.

FINDINGS. No positive relationship between educational and occupational status of the father and academic achievement of the subjects could be determined. No positive correlation was found between achievement and chronological age at school entrance. In the area of sex differences, no significant differences in achievement could be found. Of the factors studied, only intellectual ability, measured on an intelligence test, showed a positive correlation with academic ability at the 5 percent level.

CONCLUSIONS AND RECOMMENDATIONS. The writer recognizes the limitations of this study and does not presume that findings have broad applicability. It could be stated, however, that the correlation between the intelligence test and achievement test of +.542 is rather typical for studies of this type. The failure to find statistically significant differences does not mean that these could not exist. A larger sampling and a longer period for these factors to operate could possibly lead to meanable differences.

As an outgrowth of this study, the writer makes the following recommendations:

(1) that future studies be carried on for longer periods of time instead of the one year period of this investigation;
(2) that teachers become aware that individual differences in children do exist and all cannot be expected to achieve at the same rate and at the same level; and
(3) that guidance by trained personnel be given in the elementary grades so that problems may be identified and remedied in the early years of a child's school life.

Nesbit, Jeanne K., M.S. in Ed., July, 1979

AN ELECTIVE READING COURSE FOR HIGH SCHOOL STUDENTS OF AVERAGE TO ABOVE AVERAGE READING ABILITY (52 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Research and experience indicate that while high school students may posses the basic reading skills they were taught in elementary school, they may still have problems reading high school material. Part of the problem is due to the complexity of the material the students are reading. They are encountering new vocabulary and concepts as well as an increased volume of reading material. Another problem, however, is that there are skills which the students probably have not been taught because there has been no need and the students were not cognitively prepared to learn those skills. The purpose of this study is to develop a course which will help the average to above average high school student to learn and to utilize those advanced reading skills needed for high school and college courses.

PROCEDURE. Historical research was utilized to establish the need for and existence of elective programs for average to above average readers. The major portion of the action study was focused on the development of a semester course. Included were descriptions of skills, methods and materials to be used in the course.

CONCLUSIONS AND RECOMMENDATIONS. While reading programs for high school students have been in existence since the Thirties, most have been remedial. This was due, in part, because of the attitude of high school teachers that reading was an elementary subject. With more research, it is being recognized that almost all students can benefit from reading instruction. The increased reading demands on students make the need for instruction in advanced reading skills more important than previously supposed. Offering an elective reading course within the English curriculum emphasizes the school's recognition of the importance of reading at all levels.

While the class size is limited, it is suggested that efforts be made to increase the classroom size and number of sections in order to accommodate more students. It is also recommended that the program remain flexible so that students can develop reading competency. In order to maintain flexibility, the program should be evaluated periodically.

Newton, Marjorie E., M.S. in Ed., July, 1977

A SERIES OF LESSONS DESIGNED TO MAKE READING MORE RELEVANT FOR THE APPALACHIAN CHILDREN IN SECOND YEAR AT LAURA FARRELL SCHOOL IN FRANKLIN, OHIO (64 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. In the 1950's, the great influx of poor people from Appalachia came into many communities of southern Ohio. The Appalachians were not aware of the problems they would face and the problems they would cause communities to face because of cultural differences. These people brought with them unique educational needs. The curriculum available to them was academically-centered, with preparation for higher education as its primary goal. Appalachian people must see immediate and specific application in education. Because of this, children of Appalachian culture simply need experiences which will acquaint them with the world around them, so that they will have a chance to survive. The purpose of this study is to design an experiential program which will be employed to teach word attack and comprehension skills in reading to give Appalachian children a sense of belonging and a feeling of security in a second year classroom. In addition, the study attempts to make Appalachian children proud of their culture.

PROCEDURE. A self-concept and interest inventory was administered to each student the first week of school. Based on the indicated children's interests, supplementary texts and reading materials were selected. Lessons were developed using a variety of instructional reading strategies. Lessons employed language experience, independent reading, group reading in the basal reader, teacher reading to children, learning centers, and audio-visual aids. Topics used as the basis for the lessons were: plant cuttings, macrame hanger, dry vegetables and fruit, bread and butter, care of self, necklace of books, growing seeds, drying seeds, quilting, and corn husk dolls. Each project was introduced to the children through words, stories, pictures, and examples. After an introduction of the project, a learning center was established for each specific project. Children were free to work in the center when their assigned work was completed.

CONCLUSIONS AND RECOMMENDATIONS. The Appalachian child's intelligence lies more in creative ability than in academic excellence. Subjects dealing with manual skills or motor ability are more appealing to these children. They learn more reading when visual and tactile stimuli are used.

People of Appalachian origin have much to offer us but we have to extend a helping hand. They have to be made welcome before they can become part of the community. While education may not be the panacea for the ills of society, it can do its share to educate the culturally deprived.

It is the recommendation of this writer that Appalachian children should not be segregated into homogeneous groupings. Interaction between children is beneficial to learning the values of other cultures.

Northern, Flora, M.S. in Ed., July, 1977

AN EVALUATION OF READING GAMES AS A SUPPLEMENTARY AID FOR TEACHING READING (66 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. This study was done to evaluate the effectiveness of reading games as a supplementary aid to the regular reading program and to study and evaluate those games that are most effective toward the improvement of word attack, vocabulary, and comprehension skills.

PROCEDURE. The reading games were constructed by the teacher to introduce or strengthen a particular reading skill. Each reading game was introduced to the children so that they would know how the games would help to improve their reading skill and so that the children could use them alone, in pairs, or in small groups without direct teacher guidance.

Each game was described in relation to the reading skills involved. The materials needed for each game, pre- and post-test results, and an evaluation of the students' and teacher attitudes were also described in the study.

FINDINGS. As a result of this study some of the principal findings are as follows:

1. The games helped several children to gain confidence in themselves.
2. In game participation, there was no fear of failure, rejection, or criticism.
3. In game participation, affection and friendship were expressed.
4. The games helped the children to develop responsible behavior--they were careful in using and storing the games.
5. The children who were reluctant or disinterested in reading were easily motivated by the games.

CONCLUSIONS AND RECOMMENDATIONS. The writer feels that games that teach reading are very effective as a supplementary aid to the regular reading program. Judiciously used, reading games do provide experiences rewarding to both students and teacher. The games provided an opportunity for the students and teacher to explore new fields together.

Because this study was limited to low average readers, it is recommended that the Reading Games Method be studied as a total method for teaching reading at all levels of learning.

Ousley, Linda Fay (Parker), M.S. in Ed., July, 1978

A CASE STUDY ANALYZING SECOND GRADE READERS' MISCUES IN ORAL READING USING THE READING MISCUE INVENTORY (142 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. The Reading Miscue Inventory is an instrument used for obtaining information for developing lessons. The Reading Miscue Inventory makes use of the interrelated systems of the language which is profiled in order to study the reader's strengths and weaknesses.

The intent of this project was to determine whether the reading levels, set up by using previous test scores, will change after administering and analyzing the Reading Miscue Inventory given to each child. Also, the writer used the results of the Miscue Analysis as a basis for instruction and for a case study of each child.

PROCEDURE. A case study approach to the problem was used with the basic research for this study accomplished through a search of the related literature in the field of using Reading Miscue Inventory. In addition, one year was spent administering the Reading Miscue Inventory to an experimental group of twenty-five students during the 1977-78 school year at the Shawnee Maplewood School.

Three groups of children on different reading levels were used for administering the Reading Miscue Inventory and a variety of strategy lessons was developed as the result of analyzing the Reading Miscue Inventory.

FINDINGS. Reading Miscue Inventory is a very extensive and effective diagnostic tool in determining the strengths and weaknesses of a child. Unfortunately, in many cases, it is not being used to the greatest advantage by teachers because it is very time-consuming.

Other than the shortage of teachers knowing how to use the Reading Miscue Inventory effectively, the major problems in giving the Reading Miscue Inventory are the following: 1) the time consumed in administering it to an entire class, and 2) the time consumed in analyzing each child's taping, and completing the profile graph and the decoding sheet.

By using the Reading Miscue Inventory, the teacher will know what strengths and weaknesses each child has. In addition, the teacher could use this as a basis for beginning and improving the reading instruction needed by each child.

CONCLUSIONS AND RECOMMENDATIONS. Care should be used in selecting the reading selection. It must be difficult enough for the student so that reading miscuses will be made, but not so difficult that he will be unable to continue independently. Teachers who are properly trained, and able to follow a well organized program of strategy lessons based on the results of the miscue analysis, could make a tremendous contribution to the success of reading instruction.

The school should provide an in-service training session as well as pre-service training of all aspects of using the Reading Miscue Inventory as a diagnostic and evaluative tool under the direction of a qualified reading specialist.

Palladino, Joseph C., M.S. in Ed., July, 1977

BIAS IN SCORING THE WISC-R SUBTESTS (37 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. The Weschsler Intelligence Scale for Children -- Revised (WISC-R) has been designed and organized as a test of general intelligence that the author believes to be a useful and meaningful index of the child's mental capacity. The school psychologist uses the WISC-R as an important tool in assessing a child's ability. The accurate scoring of the WISC-R is an area of concern to the school psychologist. Differences have been shown to occur in the score assigned to identical protocols when scored by different individuals. The bulk of the differences in scoring show up on those subtests that call for subjective judgement. This is to be a study on differences that occur in scoring identical answers on the subjective WISC-R subtests of: (a) vocabulary, (b) similarities, and (c) comprehension. The problem is further complicated by the inclusions of the various factors that this author feels will affect the differences in scoring the WISC-R subtests. These factors are: level of expected intelligence, the halo effect, and sex of the client.

PROCEDURE. The names of 165 psychologists were selected from the phone books of Buffalo, New York; Boston, Massachusetts; Niagara Falls, New York; Cleveland, Ohio; Columbus, Ohio; Cincinnati, Ohio; and Salt Lake City, Utah. In addition to these 165 names, 35 alumni psychologists from the University of Dayton School Psychology Program were selected for use as subjects.

Each of the 200 subjects was sent a listing of responses to three WISC-R subtests: (a) vocabulary, (b) similarities, and (c) comprehension. The subjects were asked to score the responses in accordance with the 1974 WISC-R manual and to return the list to the author. The subjects were randomly placed in one of the following experimental conditions: (a) male client, (b) female client, (c) high expected intelligence, (d) low expected intelligence, and (3) no information supplied group (control group). The data collected were analyzed statistically.

FINDINGS. Fifty-one useable responses were returned. The important results center around the effect that the level of expected intelligence exhibited on the scores assigned to the individual groups. It would appear that the important factors influencing the scores would be the level of expected intelligence, and the no information supplied situation. The nc information supplied group showed the highest means. In addition, the no information group when compared with each other experimental group showed a significant difference in the test of critical differences between the means.

CONCLUSIONS AND RECOMMENDATIONS. From the data presented in this study, it could be concluded that in the actual scoring procedure sex is not an influencing factor. It also could be concluded that the halo effect in a test situation depends upon other factors to influence its direction. The important conclusion is that the halo effect is a viable influence on the test score that the client receives in a WISC-R test situation.

When the scorers were unaware of the client they were more inclined to give the client the benefit of the doubt on various questions, as evidenced in the no information group. It would appear from the data that an important part of assuring fair results in a WISC-R examination would include the fact of having different examiners and scorers. In addition to this, it would appear that the examiner should have little, if any, pre-test information about the client.

This study would appear to lead to a conclusions that a more carefully constructed test is necessary and that a more careful examination should be given. The WISC-R subtests should be altered to compensate for some of the possible bias effects in a way that would reduce the need for much of the subjective scoring.

Patesel, Richard E., M.S. in Ed., July, 1975

THE EFFECT OF A PERSONALIZED AND INDIVIDUALIZED APPROACH TO TEACHING MATHEMATICS ON THE SIXTH GRADE LEVEL (67 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Educators of today seem to have wakened to their total responsibility. They need to provide stimulus, encouragement, and opportunity for each child. All of this suggests maximum individual development through varied and individualized instruction. The mathematics curriculum program at Mad River Schools is designed to facilitate the teacher's role in providing for the varying needs of individual students.

This is a study to observe the student outcomes, as measured by Mad River Math assessment package, during the process of personalized and individualized instruction in mathematics in a sixth grade class.

PROCEDURE. This project involved an experimental approach to the problem of the efficacy of Personalized instruction versus Individualized instruction. Thirteen students were selected to participate in the study and randomly assigned to groups through the use of a random number table. The students working in small groups and the students working individually followed basically the same procedure.

All students were given a placement test (the Mad River Math Assessment Package) to determine their beginning mathematics level. The students were given a detailed pre-test in that level. Results were used to diagnose the student's strengths and weaknesses in this level and assign activities to correct weaknesses. Upon completion of these assignments, a criterion measure was used for the post assessment.

A Multi-text, ungraded approach, current materials and teacher prepared kits, games, and other materials were used. During the activity lessons, the implementation of a learning center was beneficial in obtaining the goals and objectives established for the groups. A simplified code and chart were developed to aid in the identification of the student's progress on a given math skill.

FINDINGS. At the completion of the school year, the groups were given a post-test assessment. The Individualized Group had progressed through the entire list of 42 skills and successfully passed the post-test. The Personalized Group made very significant progress and at the end of the year were at the Instructional level of the 40th-41st skill level.

CONCLUSIONS AND RECOMMENDATIONS. The author concludes from this study that both the Individualized and Personalized approach can be utilized in the teaching of Elementary Mathematics. Students progress at different rates and this serves to allow the teacher to adopt the proper approach needed to fully meet the needs of the class.

The author recommends that both the Personalized and Individualized approaches are necessary to facilitate the different rates and the different modalities of learning and to insure that all student needs are met successfully.

Patterson, Ella D., M.S. in Ed., July, 1978

IMPROVING COMPREHENSION IN GRADE 7 AND 8 THROUGH THE UTILIZATION OF MATERIALS WHICH EMPHASIZE INTERESTS, EXPERIENCE, SURVIVAL, AND RELEVANCE (118 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Mastering the mechanics of reading (decoding) does not instill students with the desire to read or create in them an interest in reading. Something needs to be done to improve encoding which is synonomous with understanding. Reading experts agree that there is a clarion call to develop materials that will improve the teaching and learning of skills needed for comprehension.

The intent of this project is to investigate the area of comprehension skills activities for a specific population of seventh and eighth graders based on their interests and experiences. Each activity is designed to stress relevance and to fulfill various survival needs.

PROCEDURE. An investigation into the area of comprehension was also a description of reading instruction in the United States. This instruction was always based on national goals. It has gone full circle -- from indoctrination to the technology which requires the creative thinker.

For two years, effort was extended toward selecting comprehension strategies which would be emphasized in compiling the kit. These were included in the survey of related literature. During this period, creating and selecting activities for the kit was also in progress.

FINDINGS. The results of the field testing of the kit indicated that the kit was appropriate for a diversity of populations and a wide range of grade levels. Field testing was done in inner city schools as well as suburban schools. The field testing was also done in grades as low as five and as high as 12.

Compiling such a kit is time-consuming and requires constant revising to maintain its bases of interests, experiences, survival and relevance.

Each teacher would have to decide for himself or herself whether the effort required is worth the results obtained.

CONCLUSIONS AND RECOMMENDATIONS. Teacher will have to ask themselves this question: Which type of material -- homemade or commercial -- is best for teaching and learning this particular skill? Sometimes the answer will be commercial materials and sometimes the answer will be homemade materials.

Creating materials makes the teacher more insightful about instructional materials in general. This results in the teacher being a more competent judge of commercial materials and a more discriminating selector in the confusing array of commercial materials.

Creating materials is a productive and meaningful way to use paraprofessionals and community volunteers. It is also a sensible way to get parent involvement. In creating material mutual respect is enhanced. A better understanding of what the teacher is trying to do enables parents to demonstrate a higher level of expertise when helping their children with schoolwork.

Teachers do need greater involvement in the area of instructional materials. Creating some materials is one step in that direction.

Perrill, Lavada, M.S. in Ed., July, 1978

USING BASAL AND INDIVIDUALIZED APPROACHES IN THE TEACHING OF READING TO SECOND GRADE STUDENTS (57 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. Two of the commonly accepted approaches for the teaching of reading to young children are the basal and the individualized approaches. There is no one best method of teaching reading to all children.

The intent of this project was to combine the basal and the individualized approaches in teaching reading to second grade students to find if there would be a significant change in the reading attitudes, interests, phonics skills, word recognition, informal reading grade levels, and total reading scores on a standardized test.

PROCEDURE. An action research to the problem was used with the basic research for this study accomplished through a search of the related literature in the field of studies done on basal reading, individualized reading, and comparisons of basal and individualized reading. In addition, the school year of 1977-78 was spent using the basal and the individualized approaches to teach reading to thirty second grade students at Bethel Elementary School, Tipp City, Ohio.

The method was in this study to combine the basal and the individualized approaches was to teach the basal reading approach four days a week and the individualized reading approach one day a week, using individual conferences throughout the week.

The students were pre-tested in September, 1977 and post-tested in May, 1978 using the San Diego attitudes test, an interest inventory, a phonics test, and the Allyn and Bacon word recognition test, and the Betts informal reading inventory. The Stanford Achievement Test was administered in May, 1978 so that it could be compared with the Stanford Achievement Test administered in May, 1977 on total reading scores. All data were analyzed statistically to find if there were significant differences between the pre-tests and the post-tests in attitudes, interests, phonics skills, word recognition, informal reading grade levels, and total reading scores on a standardized test.

FINDINGS. There were significant gains for the second grade students in reading attitudes, interests, phonics, word recognition, informal reading, and total reading scores on a standardized test.

These significant gains were attributed to the positive teacher and parent influence, the rewards given, the wide variety of library and classroom books available, the use of book and magazine clubs, the use of learning centers, the records kept of each child's specific reading needs, the individual lessons made to accommodate each child's specific reading needs, and the daily use of reading for basal instruction, individual conferences, and pleasure.

CONCLUSIONS AND RECOMMENDATIONS. Using the basal and the individualized approaches to teach reading to second grade students showed successful results in improving reading attitudes, interests, phonics skills, word recognition, informal reading grade levels, and total reading scores on a standardized test.

Due to the amount of time-consuming work involved in teaching reading by these methods, it is recommended that a teacher be provided with help in changing the learning centers, record keeping, and scoring papers.

Price, Ruth L., M.S. in Ed., July, 1979

AN ADAPTATION AND IMPLEMENTATION OF STRATEGIES USING THE VALUE CLARIFICATION PROCESS WITH SECOND GRADE CHILDREN (73 pp.)

Faculty Adviser: Sr. Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. The concern of this study was to create an educational setting that would offer opportunities for the children to think, choose, affirm, and act with a feeling of success. The value clarification process would provide a guide for them for continual development. The emphasis was on the process more than the outcome.

PROCEDURE. A descriptive type of research was used for this project. A pre-test and post-test were given. The teacher provided assignments that called for moral decision that in turn encouraged more privacy of judgment in the children's in-school and out-of-school life. For implementation of strategies and recording the results, the following design was used: 1) focus, 2) educational setting, 3) working structure, 4) basic strategy, 5) material, 6) time element, 7) preparation, 8) procedure. A written evaluation of each strategy was made by the teacher and each child. The results were then reviewed.

FINDINGS. Exposure to value strategies, even at the second grade level, can be a beginning to help children sort their values and apply what they learn to out-of-classroom situations. There was a change in the responses in the four different columns from the pre-test to the post-test. Getting more children to become aware of choices, consequences, and values was accomplished. This type of study is very subjective, but the overall results were positive.

CONCLUSIONS AND RECOMMENDATIONS. Since children receive conflicting messages from many sources, it is necessary for them to develop a method in which they can liberate themselves from the confusion that often binds them. If children are to be functioning members of society, they must develop a good self-concept and learn to interact with each other. Value clarification is a process that encourages children to listen to one another and to respect the humanness in each other. Value clarification is a simplified inquiring approach that does help children to develop cognitive, affective, active, and interpersonal skills. Although there might have been times when things appeared a little confusing, the strategies on the whole had a very positive affect on the children.

The use of the value clarification method must be an on-going process. The children must continue to experience strategies where they can use this process. The value clarification process can work well with other human development programs available today. It is important that the teacher be aware of the extensive lists of materials that are for use in schools today.

Pritchard, Sister Jacklyn, C.D.P., M.S. in Ed., August, 1980

IMPROVING COMPREHENSION THROUGH HIGHER ORDER QUESTIONING IN GRADE FOUR (103 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. The purpose of this study was to determine whether an emphasis on higher level questioning could improve the reading comprehension of fourth grade students.

PROCEDURE. This study was descriptive in nature. A review of literature was made to acquire background information concerning the use of questions in the classroom and ways of classifying these according to levels of thinking.

Nineteen fourth graders at Mount Providence School for Boys in Normandy, Missouri were the participants in this study. These were placed in two groups, one with boys of superior and high average abilities and the other with boys of average and below average abilities. Paperback books were used for this project rather than the basal reader.

The teacher and the students constructed questions which emphasized the higher levels of thought as proposed by Benjamin Bloom in his Taxonomy of Educational Objectives: Handbook I: Cognitive Domain (1956).

A pretest was administered in January, 1980. The posttest was given in May, 1980. The results were computed and compared.

FINDINGS. Of the nineteen boys tested, six showed a decrease in test scores, eleven scores indicated an increase, and one boy's scores remained the same for both tests.

CONCLUSIONS AND RECOMMENDATIONS. There were three principle findings: 1) The test results could not be analyzed accurately because they were not subjected to a statistical test which would have shown clearly whether or not there was a significant gain or decrease in the test scores; 2) There was a definite change in attitude among the children in regard to class participation and interest; and 3) The teacher benefited remarkably from this project.

The writer suggests these recommendations: 1) The readability level of each book should be determined by the teacher; 2) The teacher should stress skills inherent at the comprehension level; 3) Written and recorded responses would be helpful in determining the number of correct responses and the types of responses; and 4) Subjecting the test results to a statistical test would provide a truer evaluation of this project.

Puhak, Sister M. Petronilla, O.S.B.M., M.S. in Ed., August, 1977

READING ALOUD TO CHILDREN: ITS EFFECT ON VOCABULARY DEVELOPMENT (66 pp.)

Faculty Adviser: Gordon Fuchs, Ph.D.

PROBLEM. The major purpose of this study was to determine the effects of daily reading of literature upon the vocabulary development of primary students. Specifically, this investigation attempted to identify the measure of vocabulary development of the students exposed to oral reading followed by directed activities as opposed to those students who had been exposed to oral reading only.

PROCEDURE. An experimental approach to the problem was used. The study was conducted during the 1976-77 school year with first and second grade students who attended Holy Ghost Byzantine School in Jessup, Pennsylvania. The total population of the study was thirty-two students; sixteen in the experimental group and sixteen in the control group. The children were between the ages of five and one half to seven years.

The subjects of this study were randomly assigned to the experimental and control group. The experimental group was exposed to oral reading of children's literature followed by directed activities, whereas the control group was only exposed to oral reading of the story.

FINDINGS. The results of this study indicated that, in most instances, gains were evidenced. However, the writer accepted the null hypothesis for there was no significant gain in vocabulary development between the groups at the .05 level.

CONCLUSIONS AND RECOMMENDATIONS. As a result of this study, it can be concluded that increasing vocabulary can and should be done through daily reading of selected works in literature, since vocabluary seems to be learned best by young children when they are exposed to nursery rhymes, folk tales, animal stories, and poetry. This type of literature sensitizes a child's ear to the cadence of English words and the power and music of the English language for many of the rhymes and stories contain very fine sound effects of words and phrases. It also develops the children's listening capacities which are the basis for all later communicative abilities, that is, speaking, reading, and writing.

Although the results do not show a significant gain between the groups, experimental error must be taken into consideration. They included poor measuring instruments, home environment, and the duration of the study.

This writer would urge further research in this area. Perhaps research extended to a full school year, wherein the children could be read to and be stimulated to read books on their own, would produce more effective results.

Another possible area of investigation may include listening. Listening comprehension is a measure of the students' ability to understand, retain, and analyze what they hear. It is the most significant single measure for estimating reading comprehension.

To instill a lasting interest in reading and to develop a desire to read what is worthwhile, a good reading program is imperative. Through it a child needs to be motivated to read widely for enjoyment, profit, and the enrichment of his life. Therefore, further studies should be concerned with specific interest patterns of children.

Although television **interests** children, it would seem that exposure to the quantity of language heard would have some influence on the development of verbal skills. Since it does not, research into the nature of this interaction between the reader and the child might indicate the ways in which language learning takes place during a reading session.

Research is also needed to test directly the effect of linguistic forms and situational factors on children's language development.

Putnam, Carole A., M.S. in Ed., July, 1977

A PROPOSED DESIGN FOR A LABORATORY TO BE USED IN CONJUNCTION WITH A GRADUATE LEVEL COURSE IN READING DIAGNOSIS AND REMEDIATION (70 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The University of Dayton Elementary Education Department has always been innovative in the programs offered to its students. The department has long maintained that a teacher's knowledge of a problem or solution to a problem is not equivalent to successfully applying that solution. Graduate students in education, particularly in reading, are required to read educational theory and to report on various instructional methods or materials, but are seldom asked to show an ability to use, effectively in a classroom situation, any of these theories, methods, or materials. The Elementary Education Department offers a Summer Reading Program during which the graduate students enrolled in the Reading Diagnosis and Remediation course provide instruction to the children accepted into the program.

The purpose of this study is to develop a design for a laboratory to give practicum experience for certified teachers enrolled in this graduate course. This study was initiated to identify what type of program a university should offer at the graduate level to help students diagnose their own readiness to acquire and to improve their own teaching skills.

PROCEDURE. After a review of previous research, a laboratory was designed to be used in providing the clinical and field-related experiences for certified teachers enrolled in EDE 563, Diagnosis and Correction of Reading Difficulties, and EDE 571, Practicum, at the University of Dayton. The design was divided into the following sections: Section I describes the logistical arrangements that need to be made to set up a reading laboratory on campus; Section II describes the arrangements necessary to recruit the children; Section III describes the pre-testing done prior to the course; Section IV describes how the laboratory is used in conjunction with the summer course; and Section V describes the evaluation for the entire program of using a laboratory for clinical experience. This plan was implemented during the summer session.

CONCLUSIONS AND RECOMMENDATIONS. The preliminary results of all of the laboratory questionnaires showed very favorable reactions to the laboratory from all levels. The teachers, children, and parents all felt their goals for participating in the laboratory were met. The teachers received new knowledge and experience in the field of reading; the children were confident their reading skills had improved, and the parents were pleased with the individualized attention their children received and the insight the teacher gave them into the reading problems their children were experiencing.

The foremost recommendation would be for a permanent facility to house the laboratory. Another recommendation would be to increase the amount of college credit given for the courses and extend the time in the laboratory, thus allowing teachers the opportunity to administer broader remedial programs.

Reed, Arvenia, M.S. in Ed., April, 1976

CLOZE PROCEDURE: TOOL AND TECHNIQUE IN CLASSROOM INSTRUCTION (54 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. When the reader must be evaluated as to comprehension and skills development, the initial instrument used for that measurement should be valid, reliable, and easily accessible. The classroom teacher must be competent in the selection and administration of diagnostic tools. A related problem confronting the classroom teacher is the lack of effectiveness of any single program for learning. The use of the Cloze procedure will provide one answer to this two-fold problem. One can use the procedure as a tool to determine the student's reading level and comprehension ability. Secondly, it can be used as a technique toward the improvement of the student's ability in context clue usage by providing corrective or remedial instruction in reading comprehension. By studying evaluations of previous experiments the writer hoped to determine the extent of the usefulness of the procedure in many classroom settings so as to be knowledgeable in the recommendation of its use for any elementary teacher.

PROCEDURE. By using the descriptive approach, information was gathered through library research and through practical application of the procedure in a reading center situation. A survey of related literature revealed the background information needed as a basis for instruction and it revealed the role of the Cloze procedure in the total reading approach. Several research investigations were analyzed, including ones showing variations of the standard Cloze procedure.

FINDINGS. Cloze tests seem to be highly valid measures of passage difficulty. However, because there is no absolute frame of reference by which they can be interpreted, a definite objective with acceptable standards stated, must be set before the use of the Cloze procedure. Many variations of the method prove valuable in meeting the various student needs which must be met. Although the method should not be used to the exclusion of other diagnostic instruments and methods, it may supplement data from other sources whenever and wherever possible.

CONCLUSIONS AND RECOMMENDATIONS. The purpose for testing and the type of reading behavior to be measured should guide in the selection of instruments. Many studies on the Cloze procedure should be replicated with different types of populations to see if the results remain constant. Further research needs to be conducted to analyze the variety of linguistic structures. The resulting performance on Cloze tests is a function of the subject matter being tested. Teachers are encouraged to continue using the Cloze procedure both to measure readability and comprehension, particularly if it is found to be an intriguing task to the student, if motivation and interest are high. This procedure can be a highly valuable instrument as a tool and technique in classroom instruction.

Reiling, Nancy Scott, M.S. in Ed., December, 1978

AN AUDIO-TUTORIAL APPROACH TO INSTRUCTION OF SCIENCE FOR KINDERGARTEN CHILDREN (99 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Young children learn by experimenting and manipulating objects of the environment. One way to provide children with experiences involving experimentation and manipulation is through the use of Audio-Tutorial Science lessons. The purpose of this study was to develop, implement and evaluate ten audio-tutorial science lessons for kindergarten children.

PROCEDURE. Subjects for this study were drawn from lower middle class families in a rural Ohio community. Ten audio-tutorial lessons were developed for use as a supplement to a science curriculum for kindergarten. For each lesson, a tape recorded narrative giving verbal information and directions was prepared. All materials necessary to complete the lesson were collected, compiled, and an arrangement described. Lessons were conducted in the following manner: Part I. Preplan - including the description of children involved, student preparation, synopsis of tape recorded lesson, materials, time, and teacher expectations; Part II. Administer and Record; Part III. Analysis. Content for each lesson was determined on the basis of review of some widely accepted commercial science programs, the related literature, and the writer's five-year experience in teaching kindergarten students. Topics for the lessons covered subjects ranging from magnets and seeds to "Your Nose" and "Your Hands".

The audio-tutorial lessons were administered to four children at one time. Each child was supplied with a headphone connected to the tape recorder which played the taped narrative. The children were seated at a table with the necessary materials arranged according to the plan. For the duration of each lesson, the writer carefully observed the children and recorded all observations in writing. The lessons were analyzed in terms of children's responses and how well the lessons were prepared.

FINDINGS. Included in each lesson were teacher expectations of individual student responses. With a few exceptions, the children reacted in accordance with these predictions and teacher expectations were met. The lessons were definitely interesting to the children. Students were attentive for the duration of the lessons and listened carefully. Students appeared to enjoy the lessons.

The directions given in the tape recorded narratives were analyzed. It was concluded that the directions were clear and concise. The children were able to follow almost all the directions correctly. It was determined that the arrangement of materials in the audio-tutorial lessons is very important to the success of the lesson.

CONCLUSIONS AND RECOMMENDATIONS. Although these lessons can and will be used with other children, they were, in a sense, individual lessons, because they were tailored to the needs of four specific children. It is the writer's conclusion that the audio-tutorial science lessons are an effective way to provide children with experiences in experimentation and manipulation of objects in the environment. The audio-tutorial lessons were an excellent way to stimulate the children's interest in a particular subject. This study also helped the writer to improve as a teacher. Upon reviewing these lessons, the writer feels reinforced that they correlate with the learning theories of Piaget, Bruner and Montessori.

It is the writer's recommendation that the audio-tutorial lessons be incorporated into the science curriculum for kindergarten children. The writer suggests audio-tutorial lessons be used in other areas of the curriculum. Mathematics lessons could be readily adapted to this approach. Finally, the writer recommends that teachers should periodically describe and predict responses of individual children -- this procedure results in a more complete picture of each child.

Rieger, Susan R., M.S. in Ed., August, 1980

THE DEVELOPMENT OF A HANDBOOK CONSISTING OF STRATEGIES AND MATERIALS FOR TEACHING SEVEN AREAS OF COMPREHENSION AT THE FOURTH AND FIFTH GRADE LEVELS (106 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Reading comprehension has been a focal point for discussion and research for many years. Opinions concerning how students comprehend are varied and theories on strategies to teach and increase comprehension are many.

The purpose of this study was to design, implement, and evaluate a handbook for classroom teachers containing instructional strategies for selected areas of reading comprehension at the intermediate level.

PROCEDURE. The handbook was designed and implemented in a classroom of low-average to high-average fourth and fifth grade students attending school in a suburban, upper-middle class community in the south Dayton, Ohio area.

Strategies and activities for seven different areas of comprehension were developed. The strategies or activities began development with the most concrete and expanded to the more abstract. Games, dittos, materials, and directions for implementation were provided for each skill area. Questioning techniques were also included where applicable.

FINDINGS. The basis used in the analysis of the effectiveness of the project was the comparison of reading grade equivalency scores derived from the Metropolitan Achievement Tests of 1979 and 1980 for the seventeen students involved in the program. The tabulation of these scores indicated that the reading level for the entire class increased 36.3% during the year. Of those involved in the program, 82.3% increased their reading grade equivalency scores by 0.7 or more years. Further analysis of the data indicated that 64.7% of the students increased their scores by more than one year.

Through teacher observation, it appeared that students were highly motivated, expecially those at the higher reading levels. All students' classwork improved throughout the year as they became more independent and self-motivated. As the year progressed, they could use the various kits and materials with little or no teacher direction or influence. By the end of the year, most students were working at a level a year above that which they began in September. Some students showed more than a year's growth in their reading ability.

CONCLUSIONS AND RECOMMENDATIONS. Based on the Metropolitan reading grade equivalency scores and teacher observation, it was possible to determine that teaching specific comprehension skills to students at the fourth and fifth grade levels could influence their reading ability. It appeared from the comparison of the Metropolitan scores, however, that the above-average students benefited more from the direct teaching of these skills than the below-average students. It was possible, though, for the below-average students to progress and, in many cases, they made great strides. Their progress, however, was slower and their gains were not as striking as those of the better readers.

Teachers, for whom the handbook was intended, should add their own materials and ideas to those suggested in the handbook. It is through the actual teaching and organizing of these skills and materials that teachers can become effective in their use.

Ritchie, Jacqulin A., M.S. in Ed., April, 1978

AN ADAPTATION, IMPLEMENTATION AND EVALUATION OF AN ENVIRONMENTAL SCIENCE PROGRAM FOR SIXTH GRADE STUDENTS (80 pp.)

Faculty Adviser: Paul N. Lutz, Ph.D.

PROBLEM. The growing concern for the need to conserve and care for our environment coupled with the stress on the idea of learning how to learn have prompted the recent emphasis in the field of environmental education.

The intent of this project was to adapt four different teaching strategies to the area of environmental science for sixth grade students. These teaching strategies were implemented through class and field work. The adaptation and the implementation of these teaching strategies were then evaluated with regard to the academic and attitudinal changes which occurred in the students.

PROCEDURE. This project was a combination of action research and descriptive research with some of the research for this study accomplished through a search of the related literature in the field of outdoor and environmental education. In implementing this project the writer combined and adapted the strategies of the PACID approach, values clarification, acclimatization, and the process approach to learning.

The project was conducted with two classes of sixth grade students, none of whom had experienced any environmental science nor had been exposed, to any degree, to any of the four teaching strategies used in this project.

The design of the project was a series of lessons to be taught over a nine month period. Instruction was given in both large and small group settings. A maximum amount of student participation was encouraged and an emphasis was put on learning in small groups. The classroom, school building, school yard, and various field trips were the settings for instruction.

FINDINGS. There was no statistical data collected for this project. The writer merely stated observations and intuitive feelings about the amount of learning that had taken place through the affective and cognitive domain.

The results of this project were far greater than had been expected. The students became quite "turned on" by science; the students gained, through social interaction of small group work, an appreciation and understanding of their classmates. They were able to understand and apply basic science concepts with ease; they became aware of man's interdependence upon his environment, and general changed their attitudes about science, mankind, and the world that they live in.

CONCLUSIONS AND RECOMMENDATIONS. The combination and adaptation of the four teaching strategies proved to be very effective in teaching science. However, it was also noted that detailed planning was believed to be one of the most important factors. With large classes of students and one teacher, it was very necessary that the students were aware of what their tasks were and what was expected of them, particularly when they were engaged in group projects, field work, and field trips. There is a definite need for a balance between structure and self-discovery; both are necessary. Learning does not just "happen" because students are exposed to nature. In order for optimum learning to take place, students need to know very clearly what their objectives are, and the teacher needs to have a very definite set of goals and objectives in mind.

As a result of doing this project, it has become quite apparent to the writer that this type of teaching, combining four teaching strategies, can be applied to all parts of the curriculum and need not be limited to science.

Rothermel, Sister Joyce, H.M., M.S. in Ed., July, 1977

TEACHING THE SOCIAL GOSPEL TO THE JUNIOR HIGH SCHOOL STUDENT (79 pp.)

Faculty Adviser: John F. Britt, Ph.D.

PROBLEM. An integral part of the preparation for a meaningful commitment of Christian faith is knowledge and appreciation for the social gospel and the teachings of the Church on social justice. Preparation for this commitment in confirmation is offered in the junior high religion program in the Diocese of Pittsburgh and in many dioceses around the country. A problem arises concerning the psychological readiness of the young adolescent to make such a commitment. Will the junior high school student respond to the teaching of the social gospel at this stage of his or her development? Faced with conflicting values, the adolescent needs guidance to discover genuine values and to put them in order. It is the purpose of this paper to investigate the dimension and scope of the social gospel that is most relevant and effective to the living out by the junior high school student of the faith commitment. It is, therefore, the purpose of this paper to attempt to answer the following question: can the adolescent recognize, choose, and witness the social values Christ presents in the gospel in and through a confirmation commitment?

PROCEDURE. To come to meaningful conclusions about the teaching of the social gospel to the adolescent, writers in the fields of psychology, education, sociology and theology were researched. Over a six-week period in the spring of 1977, a study involving seventy-three young Christians preparing for the sacrament of confirmation was conducted in three eighth grade religion classes. The study included instruction and personal involvement of the students in the social gospel. Prior to the study and immediately following it an instrument was used to help interpret changes in attitudes and moral beliefs. The format of the questionnaire and eighty percent of its statements were taken from the book Adolescent Character and Personality. In this study, the attempt was made to establish, through participation in service projects, the connection that needs to exist between moral behavior and a religious commitment that affirms Christian values.

CONCLUSION AND RECOMMENDATIONS. Although attitudinal changes consistent with social gospel values were apparent in the study, more than just Christian social attitudes are needed for a meaningful Christian commitment. Behavior that bears witness to the values of Christ especially toward the neighbor is the manifestation of such a commitment.

To the question posed at the onset of this study, the evidence collected would indicate a limited "yes". Some responded to the study with compassion while others appeared to remain closed and indifferent. Faced with a decision to make a religious commitment confirming their baptism, all chose to follow Christ apparently irrespective of their variance in Christian social values as evidenced in their survey responses.

To conclude this project, there are some recommendations to be made. First, for young Christians to thirst for justice and be supported when they do, it is important that their family and faith community witness also to their thirst for justice. Secondly, to broaden and further test the conclusions of this study, it is recommended that a longitudinal study be conducted to investigate the first ten years following confirmation commitments and the long range effects of education to justice begun prior to such a commitment.

Sandusky, Sister Mary Carmela, R.S.M., M.S. in Ed., August, 1976

ON-GOING EVALUATION OF LEARNING AS ASSOCIATED WITH MATHEMATICS INSTRUCTION OF THE EIGHTH GRADE AT SAINT ALPHONSUS SCHOOL (63 pp.)

Faculty Adviser: Paul N. Lutz, Ph.D.

PROBLEM. Testing pupils' knowledge of subject matter is often inconsequential to instruction and learning. More innovative and successful ways of evaluating a pupil's progress in Mathematics is needed.

The intent of this project was to devise a program of on-going evaluation of learning as associated with mathematics instruction to assist in meeting the needs of the students to achieve maximum learning.

PROCEDURE. A review of literature by authorities in the field of Mathematics Education informed the writer of various methods of testing and the importance of evaluation of students' progress. A practical approach of devising a program, incorporating many of the suggested methods found in the search of related literature, was used with the eighth grade students of Saint Alphonsus School, Maple Glen, Pennsylvania during the school year 1975-76.

The program consists of a special schedule which enables the students to work independently and with a group when not in a formal teaching session. Materials are provided for review and enrichment during these sessions. A measurement program accompanied the instruction which made use of Criterion Referenced Tests published by Houghton Mifflin Company called "Individual Pupil Monitorying System" (IPMS), Student Folders and a Summary Sheet which provided a checklist of independent work accomplished, and Conferences. The program was evaluated by the teacher through the use of the Teacher Objective Management Record, the local High School's Tract Placement Test, and a student questionnaire.

FINDINGS. The use of the IPMS objective tests was significant in illustrating to the teacher that many students do not achieve mastery after the teaching and practice sessions. It likewise aided in adapting instruction and the rate of instruction for some students.

Although the teacher found the Conferences helpful in realizing a student's difficulty, the students' reaction on the questionnaire denoted less enthusiasm for this than for other aspects of the program. Essential information about the students was provided by the folder: work habits, scores in the practice work, and ability to seek and accomplish more challenging activities.

CONCLUSIONS AND RECOMMENDATIONS. The students were very receptive to taking the IPMS objective tests and found the tests helpful in realizing weaknesses and reinforcing the objectives, as well as knowing when they had mastered an objective. From the teacher's observation and records, the students exhibited competency in the Mathematics taught. The results of the High School Tract

Placement lest also testifies to the pupils' ability to begin high school mathematics.

Further study should be undertaken in conducting evaluatory conferences with students, especially in the eleven to thirteen age bracket. A system is needed whereby more students are interviewed in a class period without diminishing the value of the one-to-one basis. An informal oral inventory of concept mastery at different levels would be of great value to any mathematics teacher.

Saxena, Indra, M.S. in Ed., April, 1978

INTERACTION ANALYSIS OF DIVERSE ELEMENTARY SUBSTITUTE TEACHING EXPERIENCES IN DAYTON CITY SCHOOLS (63 pp.)

Faculty Adviser: Paul M. Lutz, Ph.D.

PROBLEM. Children's classroom behavior is not just the result of the particular mixture of pupils, who happened to be placed together. Nor is it the result of the individual backgrounds which they bring with them to school. These factors do have an impact, but much pupil behavior is the direct and indirect result of teacher verbal behavior. If this is true, then a teacher's teaching style and pattern can be analyzed in terms of the verbal behavior of the teacher in the classroom.

The purpose of the study was to present the total behavior and the interaction of both the teacher and the students to determine how and by what means the interaction takes place within the classroom learning experience.

The writer while a substitute teacher in Dayton Public Schools sought to analyze her own teaching pattern without any preplanned lessons in various grades and schools.

PROCEDURE. The study included students ranging from kindergarten through sixth grade in Dayton Public Schools, Dayton, Ohio. The research did not include students with learning disabilities or physical handicaps. The substitute teacher followed the lesson plan the regular teacher left for her to teach. The lessons varying from 10 to 20 minutes were taped and analyzed to examine the teaching pattern by using Flander's system of Interaction Analysis.

FINDINGS. The summaries of the sessions included the sessions critique, interpretation of the matrices, and self evaluation. In order to examine the teacher's direct or indirect influence, teacher and student talk were measured in percentages. ID ratios and Revised ID ratios were also included for interpretation. The ID ratios when compared matched the direct and indirect teacher statements. The Revised ID ratios revealed the teacher's direct or indirect approach to motivation and control. The overview of the lesson showed the teacher to be more indirect than direct in her statements.

RECOMMENDATIONS. The study consisted of only the pupils from an inner city school system. Also the subjects of Music and Mathematics were left out. It is therefore recommended that:

1. The study should be conducted for a longer period of time.
2. More substitute teachers should be asked to be evaluated by the school personnel on the basis of their classroom interaction.
3. A study should be made on the feedback obtained by analyzing the classroom behavior of a substitute teacher. This information can be helpful in the improvement of her teaching pattern.

4. More studies of this nature should be made by the substitute teachers in urban and suburban schools.
5. Well designed and easily accessible equipment should be available to analyze the behaviors of substitute teachers.
6. Supervisors should become more concerned about changing the teaching pattern of substitute teachers.
7. A research should be conducted with a substitute teacher who is teaching her own planned lesson for a more appropriate pupil-teacher interaction.

Schelling, Phyllis Jean, M.S. in Ed., April, 1980

READING REMEDIATION THROUGH USE OF THE READING MISCUE INVENTORY AND WHOLE LANGUAGE APPROACH (77 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. Some students encounter difficulties at the very onset of reading. As time passes these students do not achieve in any reading-related subjects. School, itself, and all school-related activities become a negative part of life for the non-achiever, or low-achiever in reading. When this pattern occurs, the student often acquires a low self-concept, too. In the upper elementary grades the problem of the poor reader can become acute, when much of each school day is dependent upon the student's ability to read and comprehend information.

One possible solution to the reading comprehension problem is to analyze the specific reading difficulties of a student and attempt their remediation. The method used in this study was the Reading Miscue Inventory, with appropriate strategy lessons, which stressed the whole language approach. The subjects were two eleven-year-old boys.

PROCEDURE. In this study two students were interviewed, in regard to their reading interests and also their personal feelings about themselves. A story was selected for each student to read orally. The students each read the story into a tape recorder, while the teacher recorded miscues onto a coding sheet. At the conclusion of the oral reading, each student re-told the story for comprehension purposes. The teacher asked questions involving character development, theme, and plot sequence. These pre-test results were scored and analyzed. Strategy lessons were developed to capitalize on the strengths of each reader, and to strengthen any apparent weaknesses that were discovered in each reader.

The students worked on strategy lessons for a period of twelve weeks. The students worked on these lessons three days a week and continued to meet with their regular reading group also. At the end of the twelve-week time span, each student was post-tested. The post-testing was done identically to the pre-testing. The students also tape-recorded short stories that they had written. These stories were transcribed and put into hard-cover book form. The books were donated to the school Multi-Media Learning Center. Examples of the students' work and instructions for making the hard-cover books are also included in this paper.

A daily record was kept on the progress of each student. At the conclusion of the study, both students were re-interviewed in order to determine if there had been an attitude change in either or both of them.

FINDINGS. As a result of the pre-test, it was discovered that both students had a high dependency upon graphophonic clues. Even though a great deal of emphasis was put on context clues in the strategy lessons, both students retained their high reliance upon look and sound-alike words. It was concluded that these were reliances that neither reader is able to forego at the present time. In one case, it is though that the reader may always rely upon words that look similar to other words for clues to reading.

In the pre-test, neither student made corrections while reading orally. As a result of this lack of technique, a loss of comprehension evolved. During the post-test, many corrections were made by each student during oral reading. The comprehension scores, as a result of this new-found strength, were much higher.

Neither student was able to develop character or recognize theme during the pre-test. Strategy lessons were devised to emphasize both of these aspects of reading. Each of the students improved in these areas on the post-test.

The comprehension levels of the students improved as a result of this study and the amount of time that was devoted to each student as an individual. The post-test scores indicated a higher achievement level and the improvement in reading comprehension became a noticeable factor in other daily classroom assignments.

This writer and the two students involved in the project developed a closer relationship, as a result of the one-to-one contact that this type of study involved. It was also hoped, by this writer, that a self-concept improvement by the students would occur. One student did show signs of a slight improvement, but the attitude of the other student did not change.

CONCLUSIONS AND RECOMMENDATIONS. Reading comprehension can improve through use of the Reading Miscue Inventory and Strategy Lessons. The Reading Miscue Inventory can serve as a useful tool to the classroom teacher. The only drawback is that of the time involved in its administration and coding. When time does not permit, it might be wise for the teacher to do a modified version of the Reading Miscue Inventory. After testing two or three students and analyzing their miscues, the teacher may be able to devise a less detailed coding sheet that would better suit the needs of the students. Even readers who do not seem to be suffering from serious reading difficulties can benefit from the one-to-one contact with the teacher.

One strategy that was used that the students enjoyed was that of Sustained Silent Reading. A special time was set aside and the only request made was that the students read. They were free to read anything they desired and no questions were asked. The teacher also read silently while the students were reading. Seeing an adult reading and enjoying it encouraged the two reluctant readers to try silent reading for pleasure also.

It was observed by this writer that success breeds success, and failure seems to cause failure. Reading for pleasure caused higher reading interest, and ultimately a higher level of reading comprehension. Truly changing a student's opinion of himself is a difficult task, at best. But, if even the slightest alteration is made in a positive direction, it can be considered a monumental gain. The recommendation for all teachers of problem readers is to encourage each student to read as much as possible, regardless of what it is he is reading.

Schmalzried, Sister Maureen, D.C., M.S. in Ed., October, 1977

CREATING AN AUDIO-VISUAL CATALOG (178 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Great changes have taken place in education within the last half-century. One of these changes is the introduction and use of all types of audio-visual materials in the instructional process. Educators at all levels are increasing their use of visual media in order to improve the quality of teaching and learning. This trend to use instructional materials will continue to grow and expand. Still, with all these new and different types of materials and equipment on the market and with all of their advantages in the educational process, many teachers fail to use these aids. The principal cause of this is that teachers have not been aware of the sources of media and materials that are available to them. In order to facilitate the maximum possible use of audio-visual materials at Our Lady of Peace School, the writer decided to compile a catalog listing each available piece of software in our school -- a copy of which would be given to each teacher.

PROCEDURE. This catalog was developed from the shelf list cards used in the audio-visual center. These cards were divided into subject areas: art, math, music, language arts, science, social studies, physical education, guidance, religion, and mini-courses. Each subject area was then catagorized according to grade levels. After much thought and discussion, the grade levels were designated as: 1-3, 1-6, 4-6, 4-8, 7-8, and nongraded. Format each page of the audio-visual catalog included the subject, grade level, call number, year, series name, title, and description. The finished catalog included approximately 150 pages in all, including a table of contents, and introductory section explaining the set-up of the catalog and use of the audio visual room, and a "Special Programs" section which included a listing and a brief description of special learning programs that are available to the teachers. The catalog was color coded according to subject areas. Four types of separate catalogs were produced: Primary, Intermediate, Junior High, and Complete.

CONCLUSION. Research shows that audio-visual materials have a desirable effect on learning when properly organized and intelligently used. More and more technology will be a part of education in the future. But the teacher is the key "to make it all happen". To help the teachers at Our Lady of Peace use audio-visual materials and use them wisely, an audio-visual room has been organized and its materials listed in a catalog. Efforts will be made so that each teacher feels secure and comfortable with the catalog and with using all the materials it contains.

For future studies, the writer recommends involving teachers directly in the cataloging and classifying of the materials. This type of involvement would perhaps stimulate them to make more use of the audio-visual materials.

Schmitt, Karen L. and Wanda E. Simpson, M.S. in Ed., June, 1980

EARLY ADMISSION TO KINDERGARTEN PRACTICES OF OHIO SCHOOL DISTRICTS (35 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. This study is concerned with the current practice of Ohio school districts in allowing children early admission to kindergarten. The effects of Sec. 3321.01 of the Ohio Revised Code required boards of education to provide early entrance to kindergarten for mature underaged children. The object of the law was to provide some uniformity throughout the state in allowing for individual differences in school readiness. Research has shown that entering school early through early kindergarten enrollment may cause later social, emotional, and academic difficulties. These difficulties are minimized only when children show unusually high social and emotional maturity. It has been suggested that underage admissions standards be established to ensure children admitted early possess the advanced social and emotional maturity necessary so that early admission would not harm a child educationally, nor diminish opportunities for growth and leadership experiences.

In light of this, school districts are concerned with the evaluation criteria now in use. A comparison of policies and procedures used by various school districts may lead to a consensus relative to the development of valid criteria for early admission programs. The purpose of this study is to determine the degree of uniformity existing between the policies and procedures presently used by Ohio school districts to evaluate children for early admission to kindergarten.

PROCEDURE. This study is descriptive in nature. It analyzed information received from responses to a letter sent to members of the Ohio Association of Pupil Personnel Directors by the Pupil Personnel Department of the Beavercreek, Ohio school system. This letter asked for information regarding the school district's policy for early entrance, a listing of the procedures and criteria used to evaluate children for early entrance, and information provided parents before, during, and after the evaluation. The data collected were analyzed to determine the degree of uniformity existing between the early entrance selection procedures and criteria of the responding school districts. Forty-nine school districts participated in the study.

FINDINGS. The data obtained in this study support the hypothesis that a comparison of policies and procedures used by various school districts provides information leading to a consensus relative to the development of criteria for early admission programs. Seventy-five percent of the districts surveyed reported using similar policies, procedures and criteria in the selection of candidates for early admissions programs. Parents were required to initiate early admission evaluation for their children in eighty-seven percent of the districts surveyed. All of the districts had some contact with parents, either written or personal, to explain district policy, evaluation criteria, and interview procedures. Candidates for early admission were examined by a school psychologist. Individual tests of intelligence and school readiness were used to evaluate candidates in ninety percent of the districts. No differences were found in the selection criteria reported by seventy-five percent of the school districts. The practice of admitting children to kindergarten on a trial basis was reported by fifty percent of the school districts surveyed.

CONCLUSIONS AND RECOMMENDATIONS. A majority of the school systems surveyed were in accordance with Sec. 3321.01 of the Ohio Revised Code relative to age, parent contact, testing, and admission procedures. After an examination of the data, it would seem that the following conclusions and implications could be made:

1. It is recommended that if children are to be admitted to school early, they meet the following criteria:
   a) Superior mental ability of 125 IQ or more.
   b) Advanced patterns of social and emotional development.
   c) Superior vocabulary development and verbal expression.
   d) Above average visual-motor, perceptual, and muscular coordination.
2. Parents of these candidates should be required to attend a meeting where disadvantages of early entrance would be discussed.
3. School districts may choose to employ prescreening devices which would include group tests and an observed simulated school day. Those selected as a result of prescreening would be referred for individual evaluation by the school psychologist.
4. School districts may choose to enlist the services of an early entrance screening committee.
5. It is advised that careful consideration be given to the procedures for placement and evaluation of early entrants.
6. Further research needs to be conducted in order to compare the academic achievement and social adjustment of children admitted early with children of comparative social and emotional maturity and corresponding chronological ages admitted one year later.

Schran, Brenda, M.S. In Ed., August, 1980

AN ANALYSIS OF TEACHER PLANNED ACTIVITIES TO CHANGE THE LEARNING ENVIRONMENT (44 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. Teachers are concerned about how they can become more effective in the classroom. Research has shown that such factors as the teacher's relations to individual students, teacher enthusiasm, teacher preparation, and pupil involvement influence teacher effectiveness.

The purpose of this study was to investigate how a total classroom environment of positive teacher actions and student involvement affects student spelling achievement.

PROCEDURE. Twenty-seven first graders from the Dayton Public Schools were involved in the project. Five spelling units using topics of student interest were constructed. A reward system was established to encourage the students to maintain good spelling scores. The students were given a pre-test and a post-test to determine spelling achievement and attitudes toward spelling.

FINDINGS. Post-test results showed a more positive attitude toward spelling and an improvement in spelling achievement scores. Positive changes also occurred in peer relationships, student responsibility, creative writing, teacher-child relationships, and parent involvement.

CONCLUSIONS AND RECOMMENDATIONS. Changing the classroom environment to include student interests had a positive effect on the students. More research needs to be done concerning the effect of planning classroom activities around students' interests in all subject areas. Ways of integrating commercial television programs into classroom activities needs to be investigated.

Parents need to become more involved in the activities of the classroom by knowing what is happening with their child and by encouraging their child to do well.

Schuler, Mary Ann., M.S. in Ed., July, 1975

AN EXPLORATION OF LANGUAGE AND CONCEPT DEVELOPMENT THROUGH THE USE OF THE DIRECTED READING-THINKING ACTIVITY IN THE THIRD GRADE (69 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. Intrinsic motivation is an important aspect of reading. Children should be guided to develop this intrinsic motivation so that they can read with greater meaning. Concern regarding this subject led to dissatisfaction with the DRA (Directed Reading Activity) method of teaching reading. This, in turn, led the writer to the DRTA (Directed Reading-Thinking Activity). The DRTA offered possibilities for developing this intrinsic motivation and included in its procedures many opportunities for group interaction, a necessary component of concept development.

The study was undertaken to determine whether the DRTA facilitates concept development; and if, in doing so, it would also improve reading comprehension. It was also necessary to determine in what areas the resulting growth in reading comprehension would be found, and if these results could be attributed to the DRTA. The durability of the DRTA approach as a regular classroom activity was also examined.

PROCEDURE. The DRTA approach to reading was proposed as a vehicle for concept development. This method was used with thirty children at Dr. John Hole School in Centerville, Ohio for a period of six months. The entire homeroom participated in this study.

Each week the children were divided into three homogeneous or three heterogeneous groups. Using a different story with each group, the writer implemented the DRTA procedures. To test the concept development of the pupils in the study, the Peabody Picture Vocabulary Test was administered in October and again in March. To test the reading achievement of the study participants, the Metropolitan Achievement Test, comprehension section, was also given in October and again in March.

FINDINGS. The results of the Peabody Picture Vocabulary Test showed that there was no significant gain in concept development as measured by this instrument. Results from the Metropolitan Achievement Test showed that the mean gain of comprehension in months for the entire class was 7.1. The respective reading groups, beginning with the highest and going to the lowest, made gains of 7.8 months, 7.7 months, and 5.8 months. Thirteen students made gains of six months or more.

CONCLUSIONS AND RECOMMENDATIONS. The Peabody Picture Vocabulary Test is an inadequate instrument for measuring concept development. However, the DRTA is an effective approach to use for promoting concept development. From the gain made in reading comprehension, it must be concluded that the DRTA approach is an effective method for use in promoting growth in reading comprehension. It proved effective in dealing with inferential thinking at this level, thus confirming Piaget's theory regarding concrete and abstract thinking. Finally, from the observations made by the writer, it can be concluded that the DRTA can be used as an integral part of the reading teaching method on a sustained basis.

The writer makes the following recommendations:

1. a better testing instrument should be constructed for measuring concept development;
2. the DRTA approach should be implemented as soon as children learn to read, so that they can be trained in divergent thinking;
3. group size should be limited to seven or eight to allow for more individual participation; and
4. heterogeneous grouping in reading should be implemented more frequently.

Senu-Oke, Helen Pinckney, M.S. in Ed., April, 1979

AN HISTORICAL ANALYSIS OF EDUCATIONAL DEVELOPMENT IN NIGERIA (43 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. The educational system in Nigeria is confronted with a series of problems. Some of the problems include poor curriculum development, teacher shortage, inadequate financing, outdated instructional aids and facilities, and language problem. Amidst these problems, the Nigerian government, in its statement of educational objectives, has embarked upon an educational policy which is intended to lead to the acquisition of appropriate skills and competencies, both mental and physical, and also the eradication of colonial vestiges.

The purpose of this study is to present historical data on the trend of educational development in Nigeria from 1842, when Christian Missionary

Societies began modern education in Nigeria, to the period of Nigeria's first fifteen years of independence (1960-1975) in order to determine whether the present educational system is adequate in meeting the educational objectives of Nigeria as outlined in Nigeria's new educational plan.

PROCEDURE. A historical analysis to the problem was used by reviewing the available literature concerning educational development and the system of education in Nigeria from the colonial period to the post independence era. In addition, interviews were conducted in Nigeria with education officials of the Nigerian School System in order to up-date the findings of this study, and also to achieve reliability and comprehensiveness. It is important to note that this study is concerned mainly with educational development at primary and secondary (high) school levels.

FINDINGS. The present educational system in Nigeria continues to reflect most of the objectionable approaches of the British Colonial System, which according to the Nigerian Government statement of Educational Objectives is considered unacceptable. Moreover, many of the colonial approaches to education, which features prominently in the present system of education in Nigeria, had been sharply criticized by an American sponsored educational organization, the Phelps-Stokes Fund, prior to the attainment of independence in Nigeria.

There is an acute shortage of qualified teachers in Nigeria. Also, the teaching staff is poorly motivated due to meager wages and inadequate facilities. The classrooms are overcrowded, and the instructional aids are not up to par. The Nigerian government has not developed a reliable method for financing the schools.

CONCLUSIONS AND RECOMMENDATIONS. The present educational system in Nigeria is inadequate in meeting the educational objectives of the Nigerian Government. Based upon the nature of education administration in Nigeria, that is, schools are under government control, efforts should be made to provide more funds for educational development. The government should emphasize a proper teacher-education plan as part of its educational program. Better incentives should be created in order to attract well educated people into the teaching profession.

It is also important that less emphasis should be placed on the use of the English language as an instructional tool at the primary school level, since most of the children belong to different linguistic groups and speak only their native languages by school age. Instead, a special English teaching class should be set up whereby each child can be instructed in accordance with his or her ability to learn and retain instructional concepts in the English language.

Shafer, JoLene, M.S. in Ed., April, 1976

EFFECTIVENESS OF INDIVIDUALIZED LEARNING CENTERS FOR SELECTED LANGUAGE ARTS SKILLS (64 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. For an elementary teacher there is the continual search for better, more effective ways of helping children to learn. The whole-class approach to learning is sometimes inadequate for meeting individual needs. It is idealistic to think that a teacher can provide the children with one-to-one instruction each day, but perhaps the teacher can create an environment that will afford motivations and facilitate active involvement. The purpose of the project was to design and implement learning centers for selected language arts skills, and to ascertain whether the use of learning centers does contribute to the child's interests, growth in skills, work habits, and attitudes. Answers were sought to the following questions: Do learning centers become vehicles for moving the children away from teacher-centered learning experiences and toward child-centered learning activities? Do learning centers direct learning experiences and organize learning experiences for children by allowing freedom while providing structure? Do learning centers provide opportunities for the children to meet with success within his own learning pattern and at his own rate of speed?

PROCEDURE. The project was conducted with twenty-six third grade students at H.V. Bear School, Miamisburg, Ohio for approximately four months. In accordance with school policy, the children were placed in groups according to their reading level. The children were given the Betts Informal Reading Inventory Test, the Slosson Word Recognition Test and an informal interest inventory to determine their needs and interests in language arts. From the results of the tests, goals and behavioral objectives were established. Learning centers were then created to meet the individual needs and interests of the children. Because the children's needs have varied, each center contains a variety of materials which includes different levels and interests, and which hopefully contributes to the child's growth in skills, work habits, and attitudes. Manipulative devices, paper-pencil activities, paperbacks, and basal readers were color-coded to assist in the identification of the level of the materials. Materials were changed often depending upon the needs of the children and to keep motivating and interesting centers.

The centers were developed slowly, beginning with two and gradually implementing additional ones until six were completed. In the early stages of organizing the learning centers, the children worked in groups. During a typical morning, the groups rotated from teacher-directed activities, to learning center activities, to seatwork activities. In the final stages, instead of having the children in a given group do the same seatwork or workbook page, a skill activity was provided in a center with as many levels needed, creating a more individualized and hands-on approach in which every child was successful.

Upon completion of the learning centers, different types of evaluations have been given. Examples are student self-evaluation, teacher observation, skills checklist based on the student response to center activity, creative work done by the student, and student-teacher conferences. The data collected from these evaluations assisted the teacher in identifying the children's strengths and weaknesses, and in developing new materials for the learning centers. At the end of the project the children were evaluated to determine their new performance level.

FINDINGS. There is no significant research available indicating that learning centers are an effective approach to personalize and individualize learning for children. The author maintains, however, that after reading about learning centers, they are an effective approach for individualizing and personalizing learning.

The teacher is no longer the center of attention and the learning environment is one of freedom with structure, and provides for the children learning opportunities to meet with success within his own learning pattern, and at his own rate. All children enjoyed the learning centers. There was no longer the three or four children in each day because seatwork was not completed, and the children's attitudes had changed from one of "I don't really care whether I do my work", to one of excitement and enthusiasm.

CONCLUSIONS AND RECOMMENDATIONS. Although the learning center is just one approach to instruction and not the panacea for all learning, many advantages can be afforded by implementing learning centers in the classroom. The most important one is the children self-direct learners. The children also learned creative ways of working and how to explore areas of interest. Each day the children met with success rather than failure, thus their self-concept improved. Finally, the children and the teacher were totally involved in working together toward the same goal-learning success and happiness in all children.

The author recommends that before implementing learning centers, the teacher have a good supply of games and activities for the centers. The author also encourages other teachers to try the learning center approach to individualize and personalize learning.

Shahim, Sima, M.S. in Ed., December, 1977

A PRELIMINARY REPORT ON TRANSLATION AND ADAPTATION OF WECHSLER INTELLIGENCE SCALE FOR CHILDREN -- REVISED FOR URBANIZED CHILDREN OF IRAN (29 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. This study is a preliminary report on the translation and adaptation of WISC-R for urbanized children of Iran. Since there is no standardized intelligence test for application in Iran, this study is to provide the first steps toward standardization of an intelligence for children in Iran. The WISC-R is chosen for the purpose of translation into Persian and standardization in Iran because it is a good measure of intelligence and it is a potential diagnostic tool. This study is limited to translation of the WISC-R for urbanized children of Iran.

PROCEDURE. A review of related research revealed the advantages and limitations of the WISC-R and that the only attempt to standardize the Wechsler Intelligence Test for Iran was done by Bash.

The translation and adaptation of the WISC-R subtests for Iran was the core of this study. The necessary adaptations were made in Arithmetic. The vocabulary subtest was translated into the most meaningful Persian vocabulary. The items of Information and Similarities were adapted into Iranian culture. Comprehension and Digit Span were translated into Persian with no adaptations. The general directions for administration of WISC-R subtests were also translated into Persian. Adaptations were made in administration of Block Design, Picture Arrangement and Object Assembly. The scoring criteria for Similarities, Comprehension and Vocabulary were also translated into Persian.

FINDINGS. This study offered suggestions for sampling of subjects for further standardization of the WISC-R in Iran. A stratified sampling in accordance with the 1973/1352 census of Iran is suggested. The variables used are age, sex, urbanized regions of Iran, and occupation of head of household. The suggested sample includes 1100 children of six and a half years to sixteen and a half years.

CONCLUSION AND RECOMMENDATIONS. This study has only been an initial step in standardization of an intelligence test for children in Iran. The findings of the study should be supported or rejected on the basis of further studies in standardization of the WISC-R in Iran. Reevaluation of the suggested stratified sampling is necessary as the characteristics of Iranian population change. Provisions need to be made relative to randomization of the stratified samples.

Shimp, Betty, M.S. in Ed., July, 1978

ORAL READING VERSUS SILENT READING (46 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. The purpose of this study was to determine which approach to the teaching of reading was more effective in teaching reading comprehension in second grade. One approach emphasized silent reading over oral reading and the other approach emphasized oral reading over silent reading.

PROCEDURE. An experimental action approach to the problem was used with a total classroom population of eighteen second grade pupils at Jefferson Elementary School in Lima, Ohio. The investigation was conducted over a period of five months, beginning in October and ending in March of the 1977-78 school year. The subjects included nine boys and nine girls whose ages ranged from seven to eight years. Their I.Q.'s ranged from 85 to 115.

FINDINGS. Research indicated that there is no one method in teaching reading comprehension but that a balance should be maintained between oral and silent reading. Research also indicated that the below average reader comprehends better orally rather than silently when using either approach.

The writer used the Houghton Mifflin Basal Readers as a basis for the project. The class was divided by random assignment into two reading groups: a silent reading group (20 minutes silent reading and 10 minutes oral reading) and an oral reading group (20 minutes oral reading and 10 minutes silent reading).

The results of the Stanford Achievement Test for the Silent-A Group were the following: the mean gain in Vocabulary was .96 months; the mean gain for Word Reading and Comprehension was .56 months; the mean gain in Word Study was .82 months; and the mean gain for Total Reading (excluding Vocabulary) was .86 months.

The results of the Standord Achievement Test for the Oral-B Group were the following: the mean gain in Vocabulary was .99 months; the mean gain in Word Reading and Comprehension was .90 months; the mean gain in Word Study was .82 months; and the mean gain for Total Reading (excluding Vocabulary) was .91 months.

CONCLUSIONS AND RECOMMENDATIONS. The writer recommends that the method of more silent reading and less oral reading be used with the better students. The writer recommends that the method of more oral reading and less silent reading be used with below average students. The writer believes that the better students would be slowed down and not allowed to progress as they should if they used totally the oral method.

Shirley, Diane R., M.S. in Ed., December, 1977

A STUDY ON STUDENT ATTITUDES TOWARD A 45-15 YEAR-ROUND SCHOOL SCHEDULE (43 pp.)

Faculty Adviser: Paul N. Lutz, Ph.D.

PROBLEM. Many schools today are making the decision to implement a Year-Round schedule into their school system. The general purpose of this study was to explain the concept of Year-Round school through its history and its implementation in the United States, and to specifically investigate the studies available on the attitudes of students toward Year-Round school.

PROCEDURE. A historical approach to the problem was used with an experimental approach when surveying the related literature in the field of Year-Round schools.

A brief history and explanation was given, followed by results of national surveys on student attitudes toward the Year-Round schedule. A personal survey was conducted in the West Carrollton schools, the results were compiled, and they were reported and discussed in the study.

FINDINGS. Since the first modern day Year-Round school opened its doors in 1968, hundreds of other school systems have experimented with this unique 45-15 day schedule. The majority of these schools have found the schedule to be quite successful.

Student attitudes have been extremely positive. Some of the reasons for these attitudes include: 1) more vacations, 2) vacations at different times of the year, 3) less boredom in school, 4) no three month learning gap in the summer, so less review is needed at the beginning of the new school year, and 5) less fatigue in students and teachers.

The survey conducted in the West Carrollton School District showed almost identical results with those in surveys in various districts throughout the United States.

CONCLUSIONS AND RECOMMENDATIONS. Whether the surveys were conducted in Chula Vista, California, Prince William County, Virginia, or West Carrollton, Ohio, students have responded very favorably to the 45-15 day schedule of Year-Round school. Those questioned gave many more advantages than disadvantages that disadvantages.

Those students who are presently experiencing the 45-15 schedule like it so much that the majority said that if they had to choose between 45-15 and the traditional nine month schedule, they would choose the 45-15 day schedule.

With our modern day industrialized society and the overwhelmingly positive attitudes toward Year-Round schools, more school systems should give the 45-15 day schedule a try and see for themselves the numerous advantages of it over the traditional nine month schedule.

Simanella, Sister Jo Ann, C.D.P., M.S. in Ed., August, 1980

AN ANNOTATED BIBLIOGRAPHY OF SELECTED PICTURE STORYBOOKS (1974-1979) FOR CHILDREN AGES 5-8 (81 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The purpose of this study was to first allow the writer to gather information concerning what is being written today for young children in Picture Books, and secondly, to provide the opportunity for the writer to construct and test an Annotated Bibliography of some good Picture Books published in the last six years (1974-1979) for young children ages five-eight.

PROCEDURE. This study progressed as a descriptive-action project. A review of literature was undertaken to acquire background information as to what components make a good Picture Book, what the main trends are today in Picture Books, and the role of the teacher in bringing children and good books together.

An Annotated Bibliography of sixty-one Picture Books was constructed. A sample of twenty-eight of these books was read to the second grade class in order to test if the books on the Bibliography could be considered good books for young children. The reading of each book was followed by either a written response from the children to given questions or by a class discussion. The results of the testing of ten of these books were recorded in the project. Six weeks later a Recall-Sharing session was conducted to further test the Bibliography.

FINDINGS. The class, as a whole, enjoyed all the books read to them and often expressed their desire to experience what happened in the stories. In the Recall-Sharing session the children were able to successfully identify a significant clue for all but two of the books.

CONCLUSIONS AND RECOMMENDATIONS. The children's reactions to the books read to them, as well as their written and/or oral comments, lead the writer to conclude that the books on the Annotated Bibliography are good books for young children.

The writer recommends that more than one instrument be used with questions that are varied and specific. She further recommends that different types of instruments be used, such as drawings.

A final recommendation would be to carefully select, ahead of time, which books will be read to the class, in order to prepare the proper instrument for each book.

Simons, Nellie, M.S. in Ed., July, 1978

A SOCIAL STUDIES PROGRAM FOR DEVELOPING PROFICIENCY IN THE LANGUAGE ARTS WITH EMPHASIS ON READING COMPREHENSION FOR THIRD GRADE STUDENTS (151 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Multi-sensory assisted learning is worthwhile in social studies because of the abstract and complex learnings in this field. A well-balanced program provides opportunities for first-hand experiences and for practicing and using the language arts.

The purpose of this project was to devise and implement a scheme that would develop proficiency in the language arts with emphasis on reading comprehension.

Six units in the social studies were presented, two in the traditional way and four in an innovative manner. Results of the two approaches were compared through testing and observation.

FINDINGS. Analysis of test data and observation data support the thesis that the use of creative methods of teaching results in greater gains in learning and self-improvement than traditional methods.

Results of the Peabody Individual Achievement Test showed a mean gain of 1.63 for reading recognition and a mean gain of 1.04 for reading comprehension. The average learning rate during the program was 2.33 months per student for reading recognition and 1.47 per student for reading comprehension.

The unit post-test results showed a mean of 95% for the four units taught innovatively and a mean of 80% for the two units taught traditionally.

Observation indicated more efficient reading of materials, improved self-expression, expecially oral expression, and better understanding of the basic concepts presented in the materials.

Participation in self-directed dramatics contributed to self-confidence. Personal involvement created the desire to do further reading. The most valuable aspect of this program was the interest generated in reading.

CONCLUSIONS AND RECOMMENDATIONS. There is a need for a social studies program that will help develop communication skills. Conversation and discussion in the classroom are essential for third grade education.

It is felt that a firm foundation can be built in the third grade by using social studies to nurture a questioning frame of mind, favorable attitudes, and an interest in further study.

It is suggested that similar studies could be beneficial in the intermediate grades. It is evident that interest in reading is stimulated through class interaction in sharing activities.

Plans for a project of this nature must be well organized because of the time required to select and accumulate the vast amount of material that must be ready when it is needed. The most important ingredient for success is to make certain the children are carefully prepared for each step in the process.

Slusher, Sharon, M.S. in Ed., July, 1977

A SURVEY OF TEACHERS' PERCEIVED NEEDS FOR IN-SERVICE PROGRAMS DUE TO THE DESEGREGATION OF SPRINGFIELD PUBLIC SCHOOLS (33 pp.)

Faculty Adviser: Ellis A. Joseph, Ph.D.

PROBLEM. Teacher-student interactions in the classroom have been much analyzed by many researchers. The effect that student-possessed characteristics such as sex, race, speech patterns, socio-economic standing, physical appearance and intelligence have on teachers' behavior has been the topic of many different research projects. The effect of these characteristics on teacher expectancy and the effect of teacher expectancy on student achievement have also been studied. Yet it is still unknown which classroom behavior on the part of the teacher will best benefit the achievement of the student. Because teachers in Springfield, Ohio will be involved in Health, Education, and Welfare (HEW) Settlement Plan initiated by the School Board to comply with Title VI, Civil Rights Act of 1964, they will need all the help and support they can get. Teacher in-service meetings are being planned with the intention of helping teachers adjust to the changes in their classrooms. The purpose of this study is to question the teachers on their perceived need for in-service meetings for the school year 1977-78.

PROCEDURE. Since many teachers did not know how the Settlement Plan was going to effect them or their schools at the time the survey was taken, the decision was made to survey a cross section of all teachers. A random sample of ten teachers from twenty-six schools, excluding the high schools, were used as subjects for the study. This sample would give a survey of almost seventy percent of the three hundred eighty staff members. The high schools were not affected by the Voluntary Transfer Plan, therefore they were excluded from the study. The questionnaire was designed to facilitate completion with most answers able to be circled or checked. Four open-ended questions were included to allow the respondents the opportunity to state their feelings. This instrument was pre-tested and revised before the actual administration. Principals of the participating schools chose their own method of distributing and collecting the survey.

FINDINGS. One hundred ninety-three usable surveys were returned, seventy-four percent of the sample. The sample shows a preponderance of female white elementary teachers who hold a bachelor's degree and who have a teaching experience of from six to ten years. Upon evaluation of the results of this survey, teachers in general are concerned about student apathy and lack of respect for adults, school discipline, parental apathy, and teaching for individual differences. The survey shows that teachers want relevant in-service meetings held in their building or by grade level taught. Handling discipline, working with slow children, using or developing integrated curriculum materials, and working with tutors for slow students were the top four in-service programs that teachers said they would attend.

CONCLUSION. The purpose of the survey was to determine the teachers' perceived needs for in-service programs because of the desegregation of the Springfield Public Schools. However, one may question whether the concerns teachers marked for next year are caused by the segegregation plan or whether the teachers would have marked these concerns even if there were no desegregation plan being implemented in the fall. Teachers are looking forward to next year. They are willing to meet the challenge that the desegregation plan is bringing and have suggested programs that will help them in their classrooms.

Smith, Marilyn, M.S. in Ed., August, 1980

IMPLEMENTATION OF PIAGET'S THEORY FOR EARLY CHILDHOOD EDUCATION (45 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. The purpose of this study was to provide insights from the writings of Piaget's Theory for the development of activities in an Early Childhood Curriculum.

PROCEDURE. The Literary review was conducted to determine to some extent the application of Piagetian Theory for classroom use.

FINDINGS. It was noted that some activities do not bend easily to the theory. Teacher's interaction is vital to the success of this approach.

CONCLUSIONS. The primary value of designing curriculum operations around specific theoretical consideration is the discipline that it demands of the staff. Know that this approach requires considerable time and energy. One must attend lectures to understand Piaget's theory and the educational implications of the theory.

Smith, Nancy Majni, M.S. in Ed., July, 1979

PARENTAL PARTICIPATION IN ELEMENTARY READING INSTRUCTION (102 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Parents need to become actively involved in their child's reading program. Frequently, parents want to help their child with school reading assignments; however, they feel inadequate as to how to approach their child's reading needs. After reading different research studies, the researcher felt an organized parent tutoring program could be a solution.

The intent of this project was to develop, implement, and evaluate a parent handbook to help parents work with their first grade children at home in reading.

PROCEDURE. The project was conducted within two first grade classrooms at St. Peter School, Wayne Township, Dayton, Ohio over a twelve week period from January, 1979 to May, 1979. The experimental study was done to determine whether an organized parental tutoring program would significantly increase the reading ability of an experimental group of Catholic school first grade children.

Both groups were given a pre-test and post-test to determine if the tutored children's reading ability showed a statistically significant increase over those students who were not tutored. The researcher hypothesized that there would be no significant differences in the reading ability of the two groups.

Parents in the experimental group were sent a letter explaining the purpose of the voluntary parent tutoring program. The interested parents were asked to attend a training session at which time the program was explained in detail.

A parent handbook was given to each child's parents at the training session to use as a guide in tutoring their child. The handbook contained three types of activities in the reading area: (Part 1) Reading to Your Child or Your Child Reading to You, (Part 2) Experience Stories, and (Part 3) Reading Skills. After all the sections were explained, the parents were instructed how to mark a chart showing the time spent and the activity they used.

FINDINGS. The statistical test of the pre-test means of the control and experimental groups indicated no significant differences in the pre-test means. Statistically, the control group and the experimental group were of relatively equal reading ability at the beginning of the research project.

The statistical test of the post-test means of the control and experimental groups indicated that the experimental group's post-test mean was significantly greater than the control group's post-test mean. Therefore, the experimental group experienced a significantly greater increase in reading ability than the control group.

The results from the chart data indicated that the parents tried to share time with their child, and as a result the tutored children showed progress in the area of reading.

CONCLUSIONS AND RECOMMENDATIONS. Parents, when trained and given specific techniques, ideas, and games to use, felt more adequate in approaching their child's reading needs and also helped to improve their child's reading ability.

In order to derive the maximum benefits from the parent handbook, which was used in this project for twelve weeks, the handbook should be given to the parents at the beginning of the school year. This way the parents would have a guide to use in helping their child for the entire year.

Specker, Sister Barbara, S.B.S., M.S. in Ed., June, 1979

STRENGTHENING SELF-CONCEPT THROUGH A SELF-DIRECTED PROJECT ORIENTED READING PROGRAM (73 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Only recently, in the past few decades, have studies been conducted concerning self-concept, reading achievement and the interaction between the two. Investigations have also been conducted in which individualized reading programs have influenced children's self-concept. The purpose of this study is to determine if a self-directed, project oriented reading program will improve the development of a good self concept and improve the reading ability of fifth grade students.

PROCEDURE. By using the self-directed, project oriented reading program, the children read books and magazines of their own choosing, dealing with a particular hobby or skill. After having read several books and magazines, the children created a unique project showing that they had read and were able to follow directions. A log was kept of the pertinent information gained from the reading. The log was to be used like a reference book while working on their individual projects. The study was conducted for thirteen weeks. The first three weeks were spent reading and developing their ideas for their projects and the last ten weeks spent in creating the project. A reading test and a self-concept test were given at the beginning and at the end of the study to find out if there was a gain in the children's reading abilities and a positive growth of the children's self concepts. The scores were computed in percentages.

FINDINGS. One of the principal findings showed that 48% of the children improved in self-concept, while 52% did not improve, although almost the entire class stayed in the average stanine which would show normal self-concepts. The second principal finding showed that 74% of the children did improve in reading while 26% did not improve in reading. This would be a rather normal finding in most classrooms.

CONCLUSIONS AND RECOMMENDATIONS. The writer of this paper feels that the students learned the value and the vital role that reading does play in their lives. At the end of the study, the children had confidence in their reading ability. It would seem then as a result of this study done in the field of self concept and reading achievement that both play vital roles in the educational process and are very much interrelated.

The writer recommends that a study done on a much larger scale would be beneficial to research in education. A five year longitudinal study of a class, or five schools in a specific area, or a study using a variety of communities in one state would serve to accomplish this recommendation.

Strah, Sister Dolores, H.M., M.S. in Ed., July, 1977

DESIGNING TEACHING STRATEGIES TO TEACH LITERATURE IN ORDER TO DEVELOP A HEALTHY SELF-CONCEPT TO FIFTH GRADERS (74 pp.)

Faculty Adviser: Gordon E. Fuchs, Ph.D.

PROBLEM. The self-concept of a person is not a new innovation to education. Reading and literature produce a vital impact on children because reading has a tremendous influence on a child's concept of himself and can provide a child with models and choices of his own development of a healthy self-concept.

The purpose of this study was to review what authors have stated regarding the effects of literature in the development of the self-concept in fifth grade students, and to design a teaching strategy to develop self-concept through literature.

PROCEDURE. The organization of this study followed the design of descriptive research. An extensive examination in the area of self-concept and self-acceptance was conducted along with a study of the abilities and growth patterns of children of age ten and grade level five.

A choice of five literary selections appropriate for grade five students was summarized. The healthy self-concepts that should result from acquaintance with the story were described. Suitable questions were determined based on the story and the positive reactions to these questions will suggest that the self-concept ensuing is of a healthy nature.

FINDINGS. In this study, a teaching strategy was devised to teach literature in order to develop a healthy self-concept in fifth graders. A lesson plan format was provided consisting of five behaviors which were expected outcomes of the stories. They are: courage, self-awareness, self-actualization, kindness, and self-image. These plans were devised for the use of teachers in order to facilitate them in their endeavor to help children enjoy and love literature, and hopefully to enable a child to better understand himself and others as to possible reasons for acceptable and non-acceptable behaviors.

CONCLUSIONS AND RECOMMENDATIONS. It is quite evident as seen from the related literature that self-concept is a very important and valuable part of an individual's life. Literature is a tremendous vehicle toward attaining a healthy self-concept if channeled in the right direction. Whether or not a child's self-concept will have noticeable and immediate results is not certain, but the effects of being exposed to a literary experience is far-reaching.

It is recommended that anyone interested in pursuing the topic of self-concept, experiment with a teaching strategy for teaching literature to perceive the effects it has on a child's self-concept.

Stratton, Ann M., M.S. in Ed., July, 1979

A TEACHER'S HANDBOOK OF MOTOR, VISUAL, LANGUAGE, AND AUDITORY OBJECTIVES AND LEARNING ACTIVITIES TO BE USED WITH THE EARLY IDENTIFICATION PROGRAM FOR KINDERGARTEN CHILDREN (149 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. In a school system where learning handicaps are identified early, it is the regular kindergarten teacher's responsibility to provide specific objectives and activities to match the child's identified developmental deficit areas. Teachers are often perplexed by the broad scope and sequence of materials provided by school systems.

The study and development of this handbook was an attempt to assist kindergarten teachers of early identification programs in planning objectives and activities to match children's problem areas.

PROCEDURE. An action approach to the problem was used with a study and selection of practical and commercially available and teacher-made games, dittos, and other related materials that can be used effectively in ameliorating motor, visual, language, and auditory skill developmental needs for kindergarten children. In addition, six months were spent using materials researched with a group of forty-nine kindergarten children during the 1978-79 school year at Spring Hill Elementary, Xenia, Ohio. These children were chosen on the basis of their needs as determined by kindergarten screening test performance scores.

A handbook for kindergarten teachers, containing a sufficient number of objectives and activities to be used with an early identification program during a kindergarten year has been evaluated and developed. It was evaluated using close observations and recording of pupil performance weekly by the teacher and by post-testing performance.

FINDINGS. Early identification of skill handicaps is possible, and if proper materials and implementation of appropriate activities are administered, intellectual growth will occur. The screening test results of each child must be studied very carefully by kindergarten teachers in planning a child's objectives and activities for amelioration.

Strenk, Nancy M., M.S. in Ed., July, 1978

IMPROVING ATTITUDES TOWARD READING THROUGH THE USE OF THE LANGUAGE EXPERIENCE APPROACH (57 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. A child's attitude toward reading in the first grade effects his motivation and achievement in reading. A need to feel successful in the acquisition stage of reading is of grave importance. A method of teaching reading is needed which will give the child a feeling of success by using the knowledge the child brings to school with him. Such a program may be the Language Experience Approach.

PROCEDURE. This study took place in the spring of 1978 at Greenmont School, Kettering School District. Eight students participated in the study. The children involved were in the middle reading group using the Harcourt-Brace First Reader as a basal program. The basis for this grouping was determined by the Dolch Basic Sight Vocabulary Test and teacher observations and records on skill development. The children's attitudes toward reading was indicated through a questionnaire, based on the San Diego Inventory of Reading Attitudes.

A simple experimental method of research was used. The research project was an action research project using the Language Experience Approach as a method for improving attitudes toward reading, and using the basal reader series, Harcourt--Brace, to develop word attack and comprehension skills.

FINDINGS. The use of the Language Experience Approach proved to be most successful. The following attitudes and improvements during the activities were observed: 1) All eight children in the group participated in all the activities presented; 2) The children requested to finish projects at home; 3) The children requested the use of recess time to work on projects; 4) The children invited other classes to share in their activities; 5) Interaction among the group was high; 6) Participation in discussions was high; 7) Spelling and handwriting improved; 8) Oral reading improved; 9) The recognition of vocabulary words improved.

The questionnaire of reading attitudes which was given to the eight children in March showed three children had a high opinion of reading, three children had an average opinion of reading, and [illegible] children had a low opinion of reading. The same questionnaire was [illegible] to the group in May and the findings showed that five children had a high opinion of reading and three children had an average opinion of reading. These findings showed a definite gain in positive attitudes toward reading.

CONCLUSIONS AND RECOMMENDATIONS. The use of the Language Experience Approach for improving attitudes toward reading was successful. The enthusiasm the children developed during reading and the improvement of reading skills demonstrated that the activities used were worthwhile and helpful to the children.

The program could be implemented to include the entire class rather than one reading group. With the larger number of children participating, the use of weekly observation sheets would be more realistic than daily observation sheets. Checklists for word attack and comprehension skills would need to be revised and expanded to include the needs of the different reading levels.

Strickland, Cynthia Laine, M.S. in Ed., April, 1979

IMPROVING READING COMPREHENSION IN SECOND AND THIRD GRADE STUDENTS, THROUGH A DAILY UNINTERRUPTED SUSTAINED SILENT READING PERIOD (39 pp.)

Faculty Adviser: Rita Klosterman, Ph.D.

PROBLEM. Reading is an important part of each student's school day. Students need to understand what they read. It stands to reason that most children may do a better job of reading if they read books that are of interest to them. Uninterrupted Sustained Silent Reading is a method which gives children the opportunity to read material they are interested in. It further frees them from the pressures of an assigned lesson. The purpose of this study is to find out if the reading comprehension of a second and third grade class is improved through the implementation of a daily Uninterrupted Sustained Silent Reading Period.

PROCEDURE. This action research project was conducted in the writer's second and third grade classroom from November, 1977 to May, 1978. The children were pretested on word meaning and comprehension at the beginning of the study. Each day following the pre-test for the next three months, all students, the teacher, and the aide read for ten to fifteen minutes a book or books of their choice. At the end of this period, students began to share with their tablemates a very brief summary of their favorite book for that week. During the fourth month, students began to write a brief summary about their readings. A post-test was given at the end of the study.

FINDINGS. The mean gain of second graders in word meaning was 5.9 months and 9.1 months in paragraph meaning. The mean gain of all third graders was 7.9 in word meaning and 10.2 in paragraph meaning. The mean gain of the class was 6.9 months in word meaning and a gain of 9.6 months in paragraph meaning.

CONCLUSIONS AND RECOMMENDATIONS. The results of this project indicate that Uninterrupted Sustained Silent Reading certainly did improve the reading comprehension of the participating students. The majority of the students made six months growth or more during the six months of the project. Teachers must provide materials that are of interest to their students. Teachers must also provide time for the students to practice the skills they learn during "reading period". Practice and interest were the keys to success in this project.

The writer suggests the following three recommandations:

1. Criteria be set for research studies done on the reading interests of students.
2. At this point, it is hoped that Uninterrupted Sustained Silent Reading will be the subject of various research studies with students of all ages.
3. Curriculum committees need to be more critical of the materials publishers present to them.

Suesberry, Doris E., M.S. In Ed., August, 1976

READING DISABILITIES: RECOGNITION AND TREATMENT (52 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The purpose of this study was to develop a better understanding with children who had severe reading disabilities. The writer wanted to know the extent of the reading disabilities of the children who came to the Reading Lab.

Many children sent to the Reading Lab by homeroom teachers were reading approximately three grade levels below their assigned grades. These children were labeled as disabled readers. Usually these children sent from the regular classroom were not thoroughly tested for their reading disabilities. Instructional materials were not sufficiently planned or given to reach their specific weaknesses. This study enabled the writer to deal with each individual weakness and plan lessons accordingly.

PROCEDURE. The writer worked with twelve fifth grade children who had severe reading problems. The children were selected from the first period one hour reading class. Some of the children were reading on grade levels 1, 2, and 3. Diagnostic methods were used to test the children. Standardized and informal tests were given to the twelve children involved. Given tests were the Gilmore Gates-MacGinitie, Slossen and interest inventories. Once the tests were given and evaluated by the writer, instructional materials were planned according to each child's weakness. The children worked under the writer's guidance. Additionally, the writer worked with the children on their reading weaknesses daily until the end of the school year. The writer used the language and phonic approaches to reading. The language approach is when the teacher uses the child's own experiences to make up the reading materials. When using this approach, the teacher deals with the whole word instead of the sound. The phonic approach is the association between the phoneme and the grapheme--between the sound and the printed word or symbol. Records were kept daily and weekly. Teacher anecdotal records with checklists were put into individual folders. A wall chart was used to show the children their progress.

CONCLUSIONS. The writer is convinced that the children who came to the Reading Lab for their disabilities not only needed remedial reading, but also desperately needed to be motivated into wanting to read. Many students who came to the Reading Lab disliked reading. The writer stresses motivation in the study rather than all reading disabilities.

Swart, Mary Ann, M.S. In Ed., July, 1979

SELECTION OF READING ACTIVITIES TO STRENGTHEN READING COMPREHENSION SKILLS OF GRADE STUDENTS (56 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. The uniqueness of the middle school student presents his teachers with some challenging problems. In an attempt to facilitate these students' transition from elementary school to high school, the reading team at Tower Heights Middle School has established a developmental reading program based primarily upon two basal texts. After thorough examination of literature dealing with the matter of the teaching of or the facilitating of comprehension and thought processes, it has been determined that a need exists with the eighth grade reading program for activities and experiences which are intended to enhance the students' thinking processes. The purpose of this project was, then, to select, implement, and evaluate various reading activities to strengthen reading comprehension skills of the eighth grade students at Tower Heights Middle School.

PROCEDURE. This descriptive research project began with a teacher-devised instrument to determine specific needs or deficiencies in various eighth grade students. A similar, though abbreviated, instrument was used at the end of the project. After evaluating the results of the pre-assessment to determine the needs of the students, reading activities were selected to strengthen reading comprehension skills. These activities were chosen from existing materials currently in use by the Tower Heights reading team. The selection of activities and materials was limited to examples which represented only a part of the actual experiences within the classroom.

CONCLUSIONS. The assessment activities and all other related activities used in this study indicate a constant and ever-widening need for continuing experience with practice in reading for surface and hidden meaning, explicit and implicit meaning, and stated or implied meaning. Thus, reading comprehension expands only when students have the tools needed to search for meanings. Statistical evidence of specific progress made by the group or any particular individual was not appropriate for this kind of study, since the comprehension skills involved occur somewhere on a continuum of the process of comprehending.

Tepley, Sister Elizabeth Jane, O.S.B.M., M.S. in Ed., August, 1980

A STUDY TO EXAMINE AND MEASURE THE EFFECTS OF PIAGET'S LEARNING THEORIES UPON THE MASTERY OF BASIC MATHEMATICAL ADDITION AND SUBTRACTION FACTS OF NUMBERS ELEVEN THROUGH EIGHTEEN (73 pp.)

Faculty Adviser: Paul Lutz, Ph.D.

PROBLEM. Many children especially in Grades Kindergarten through Two are being taught numbers before they can understand them. One of the first number ideas taught to children is counting, but often the numbers recited have very little meaning for them. Numbers represent a special challenge to children since they are not physical objects. Jean Piaget states that children possess the ability to memorize, but maintains that they can do number operations with understanding only when they have passed through certain stages in their cognitive development.

The purpose of this project was to provide a study to examine and measure the effects Piaget's learning theories have upon the mastery of basic mathematical addition and subtraction facts of numbers 11 through 18.

PROCEDURE. The study was conducted upon 12 second-grade students over a period of nine weeks. Nine Piagetian Tasks were administered to determine the quality or stage of the child's thinking in Math. Following these tasks, a pre-test specifically evaluating the basic addition and subtraction facts of numbers 5 through 18 was given. The children were then taught the basic facts of 11 through 18 using a variety of materials. As reinforcement for the retention of these basic facts, the children were placed into small groups to play a variety of mathematical games for three thirty-minute periods weekly. At the end of the nine-week period, a post-test was given that was similar to the pre-test.

FINDINGS. In analyzing the results of the Piagetian Tasks, it was found that the tested children were operating in what Piaget terms as the Preoperational and Concrete Stages. None of the children were able to complete all of the tasks successfully, all of which affirms Piaget's theory that children may function in one stage for some concepts while they function in a different stage for others.

The study group showed a significant improvement in the post-test of basic facts. In spite of the fact that some students were more successful in these Piagetian Tasks, the end result was fairly consistent between the conservers and non-conservers. The children were very successful with addition combinations written in regular form. Most errors were found in subtraction when the placeholder was moved from its usual position in combinations written ☐ - 4 = 8. Piaget notes that the difficulty children have with subtraction is due to the lack of reversible thought.

CONCLUSIONS AND RECOMMENDATIONS. A mathematics program must allow children to move through the stages or levels of cognitive development in an orderly and sequential manner. Children must reach a readiness stage in math before concepts can be taught or learned. Before the child can explore the basic combinations of addition, the teacher must provide physical experiences in which real objects are manipulated. These experiences with concrete materials provide the child with an opportunity to develop appropriate logico-mathematical processes.

Learning addition and subtraction facts can be a rote or verbal activity for many children. Verbal learning can be taught by drilling and cramming at any time, but tends to be lost almost as soon as the cramming starts. In order for drill to be effective, there should be a variety of games and other manipulative materials to build meaningful relationships among the facts. Organized drill and games can assure retention of basic facts, and create a positive learning experience for all involved.

Tym, Donna F., M.S. in Ed., July, 1978

A SELECTED MANIPULATIVE MATHEMATICS READINESS LABORATORY FOR KINDERGARTEN CHILDREN BASED ON A PORTION OF PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

(75 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. An understanding of cognitive development is very important in constructing appropriate programs for the very young. In teaching mathematics, there is a need for young children to develop mathematical skills which will emphasize the understanding of our number system on an individual basis before computation is introduced.

The intent of this project was to develop, implement, and evaluate the operation of a selected manipulative mathematics readiness laboratory for kindergarten children based on a portion of Piaget's theory of cognitive development.

PROCEDURE. Twenty-three kindergarten students, enrolled in a suburban school, took part in this study.

A specific developmental sequence of skills for mathematics readiness was set up through a search of the literature, primarily based on Piaget's theory of cognitive development.

From this sequence of skills, manipulative activities were developed. A tracking system was also designed to record student achievement.

A laboratory approach was chosen with the goal that manipulative activities make mathematics not only more meaningful, but also more enjoyable for young children.

The mechanics of the mathematics laboratory were evaluated in two ways: 1) by means of an observational technique and 2) by a student attitude survey.

FINDINGS. In reflection of the research of learning theorists, students learn concepts best if they are led to discover them themselves, through experiences related to the physical world.

There are numerous important features of a mathematics laboratory that should be considered when implementing the program. Some of these points are: 1) the materials used should be durable, appealing and plentiful enough to involve each student, 2) the students need to be certain about their responsibilities, 3) the teacher should be available for individual guidance during the lab, and 4) the classroom space should be used efficiently to accomodate a math lab.

The general reactions of the students toward the math lab can also be beneficial in making the laboratory a more desirable place for children to work and learn.

CONCLUSIONS AND RECOMMENDATIONS. Through a review of literature and careful planning, a mathematics readiness laboratory can be implemented successfully with kindergarten children.

Evaluation leads to valuable information which will assist in future planning of additions or corrections to any program.

This study can lead to a variety of future research projects.

Umoh, Francesca Linus, M.S. in Ed., July, 1975

USING THE SIGHT WORD APPROACH AND SEVEN PHONIC ELEMENTS TO DEVELOP WORD ATTACK SKILLS IN A GROUP OF SECOND GRADE BEGINNING READERS AT RESURRECTION SCHOOL, DAYTON (31 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The ability of a child to read is not only mysterious, it is admirable. To every beginning reader, each word represents a puzzle to be solved. The reader must learn to recognize letters which, in combinations of words properly connected, make complete thoughts. Children begin formal schooling with varying levels of reading ability, progress at varying rates, and learn to read with the help of a wide variety of methodologies. The problems beginning readers encounter are as varied as the characteristics which distinguish them in size, skin tone, voice pitch, etc. The purpose of this study was: 1) to diagnose the reading difficulties, specifically the weaknesses in word attack skills, of a group of second grade students; 2) to employ remedial procedures to teach word attack skills; and 3) to evaluate the effectiveness of the developmental methodologies used in terms of the improvement made by the students in mastering word attack skills.

PROCEDURE. In the class of 32 second grade children attending Resurrection School, Dayton, Ohio, eight students were reading below grade level at the beginning of the 1974-75 school year, as shown from the results of the Metropolitan Achievement Test. After identifying these eight students needing special help, the teacher spent approximately one week observing each student. Despite the diversified reading problems of this group, there was one common weakness of these students-the lack of mastered word attack skills, specifically the skills of phonics and sight words.

The study covered a ten week period during which time the treatment group met daily for 25-30 minutes of teacher-directed instruction. In addition, a series of supportive and supplemental exercises were provided, as well as inclusion in activities of the larger language arts class group. The first eight weeks were spent reviewing, developing, practicing, and applying phonics elements and sight words. The ninth week was spent in a review evaluation of the experiment and the tenth week was devoted to testing. Oral and written teacher-constructed testing procedures were devised. The Metropolitan Achievement Test was administered at the end of the school year to determine progress made.

CONCLUSIONS. The Review of Literature provided evidence enough to make the writer aware that:

1. An over-use of either method could be harmful.
2. The use of one method to the exclusion of the other would not be advisable.
3. The needs of the child rather than the methodology should be the prior consideration.
4. The value of the method lies in its effectiveness for the given child in the given situation.
5. There are advantages and disadvantages in both approaches for the slow learner and for the more advanced reader. The teacher must constantly see and assess the children and procedures so that she can match "means" with "needs."

These considerations motivated the writer to use both methods or approaches with eight students with whom she worked for the ten week period of intensive remediation.

Van Kirk, Barbara S., M.S. in Ed., August, 1980

GRADUATED READING ACTIVITIES FOR USE IN LEARNING CENTERS WITH KINDERGARTEN CHILDREN (45 pp.)

Faculty Adviser: Sister Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. The purpose of this study was to design, implement, and evaluate graduated activities for a basic skill approach to reading for kindergarten children.

PROCEDURE. To develop a reading program using graduated activities required the selection of children ready for the program and the choice of activities to meet their needs so that they would experience success.

A Criterion Test was given at the end of January to a morning kindergarten class in Fairborn, Ohio. The results indicated the children who seemed to be ready to read. The seven children selected for the program ranged from ages 5-7. Letter recognition, letter sounding, and word recognition skills were selected as areas to be developed. Activities were planned so that each child would acquire and reinforce skills.

The children were involved in this activity program four days a week during the months of February, March, and April. Records were kept on the activities in which children engaged.

FINDINGS. Post-test and records showed the positive effect of using activities with individual children for the development of specific skills.

CONCLUSIONS. The improvements shown on the post-tests and the check lists were due to the reading activities in the learning centers and to the individualized attention from the teacher. Activities were of benefit to the individual child by aiding him to improve specific skills. Activities in learning centers were a good way to provide for kindergarten children who were ready to read.

Volk, Sister Linda, P.H.J.C., M.S. in Ed., July, 1978

THE VALUE OF PLAY IN ENHANCING THE SELF-CONCEPT OF PRIMARY GRADE CHILDREN (61 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The school's role is to promote learning and health self-acceptance. As an experienced teacher of primary grade children, the writer has perceived the significant relationship between a student's concept of himself and his academic performance. Academic failure or success seems to be as deeply rooted in self-esteem as in measured mental ability. In her past experience, the writer has observed that the child who has a low level of self-esteem finds play a difficult experience. Since play is integral to the life of the primary grade child, the writer has chosen to investigate the role play has in enhancing the self-concept of primary grade children.

The purpose of this study, then, is to investigate the role play has in the growth of self-esteem in the primary age child.

PROCEDURE. A comparative descriptive methodology was used to conduct this study. The research project was a single group experimental action project using The Self-Concept and Motivation Inventory (SCAMIN) in October as a pre-test. Four times during the two-month experimental period the twenty-two children took part in teacher-constructed play designed to enhance the child's self-esteem. At the end of November the above mentioned self-concept test was again administered to the same set of children. The results of these tests were compiled and analyzed in relation to the value of play in enhancing the self-concept of primary grade children.

This study was conducted with second grade students in a Catholic elementary school in a middle socio-economic area of Illinois during the months of October and November of the 1977-78 school year. The study was conducted in a heterogeneous self-contained classroom with only the writer as teacher and manager of the experimental study.

FINDINGS. The comparison of the pre-and post-test scores are given in positive and negative numbers. The range of scores for all children was between +21 and -6. There were sixty-eight gain points in comparison with fifteen loss points, scoring fifty-three more points in gains than losses. The gain and loss on the majority of the individual self-concept scores was of small significance if any.

In looking at the findings, the writer offers alternative explanations for the change of scores on the pre- and post-tests. The play sessions alone did not necessarily influence the growth of self-esteem in the children. Many other factors in the school and home environment or the internal growth of the child can and do influence growth or regression of self-esteem. The above mentioned factors, the relatively brief experimentation period between the pre- and post-tests, and the small number of subjects included in the experimental study have to be taken into consideration when reading the self-concept score differences.

CONCLUSIONS AND RECOMMENDATIONS. The most evident and significant conclusion to be drawn from both the review of related literature and from the experiment itself is that play does have some effect on the self-concept of the child.

Though a change in self-concept may not be evidenced in a short eight week period, from the tables and interpretations of Chapter III, it can be seen that gains in self-concept scores (though not of a highly significant nature) were made by a large number of the experimental group.

The writer recommends that teachers must not only meet the academic needs of the child, but also the inner needs of a developing personality and self-actualizing individual. The writer further recommends that every teacher take seriously the probability that play can help a child begin to realize himself as an individual in his own right. Finally, the writer recommends that an effort be made to incorporate well designed play sessions into a primary grade's monthly schedule thereby the teacher can help a child to help himself.

Vonder Embse, Marie A., M.S. in Ed., July, 1979

A STUDY OF TEACHER CHARACTERISTICS OF MEMORABLE ELEMENTARY TEACHERS AS PERCEIVED BY PROFESSIONALS OUTSIDE THE TEACHING PROFESSION (53 pp.)

Faculty Adviser: Sr. Elizabeth Waters, S.N.D., Ph.D.

PROBLEM. The importance of the teacher is not new to educational thinking but the identification of qualified and able teachers is of great importance to all educators. It seems necessary to develop means to recognize good teachers through identification of patterns of teacher characteristics.

A survey was designed to determine similar personal, social and intellectual attributes of a memorable elementary school teacher by professionals outside the teaching profession and to see if these characteristics had any affect on one's choice of profession.

PROCEDURE. The method of research was a questionnaire composed of 80 teacher attributes. The attributes were to be marked under one of four points (Frequently, Sometimes, Never, Does Not Apply). The first page of the survey dealt primarily with demographic information. A copy of the original survey is included in Appendix of the paper.

A total of 180 surveys was randomly sent by mail, hand-delivered and, in some cases, the survey was read to the subject and marked accordingly (i.e. for the Blind and Aged). The survey was designed to take about 20 minutes. The survey was conducted in May and June of 1979.

FINDINGS. The positive and negative teacher characteristics were listed in rank order. From the rank order of positive teacher characteristics, a memorable elementary school teacher was identied as possessing attributes of encouragement, patience, calmness, fairness, cheerfulness, optimism, cleanliness, neatness and good management. The rank order of the negative teacher characteristics identified a memorable elementary school teacher possessing the attributes of sameness, seriousness, unhappiness, nervousness with a loud voice and a loose temper. The teacher characteristics for career awareness were found at the lowest ranking which showed that the career awareness characteristics were not predominate attributes remembered for the memorable elementary school teacher.

All surveys were computed using ± scale for positive and negative teacher characteristics. An example of this scoring would be one that had +111 points for positive teacher characteristics, -38 points for negative teacher characteristics and the total score was computed to be +73 points. Using the total score for the surveys, the mean was +58.4, the standard deviation equaled 20.42 on a range of 114 points.

The total score for each survey was plotted on the (y) axis and the age

of the subject on the (x) axis. On all three graphs, the dots were scattered around the entire graph. The graphs showed a repetition of all scores at different ages to that teachers of the 1930's received, in some cases, the same scores as teachers in the 1960's. The highest level of scores were noted in the under 30 age group and the lowest scores were in the 31 to 45 age group.
CONCLUSION AND RECOMMENDATIONS. Examining the graphs from a historical view (71 years represented), it was noted that the environment of the classrooms changed, the availability of supplies and texts increased but the same positive teacher characteristics were noted by all age groups. Due to the increased funding by state and local boards of education for career awareness curriculum development, it would be necessary to test these efforts in twenty years. The future studies should have selection and refinement of pertinent statements, including more direct ones, on teacher attributes designating concern for career development. A future study of characteristics of teachers should seperate the professions to note influence on this choice of profession.

Wellbaum, James M. and Peter T. Whelley, M.S. in Ed., June, 1980

COMPARISON OF WISC AND WISC-R SCALED SCORES (23 pp.)

Faculty Adviser: Gladys M. Anderson, Ph.D.

PROBLEM. Since its development in 1949, the Wechler Intelligence Scale for Children (WISC) has frequently been used in the determination of school aged children's intellectual potential. The WISC in 1974 was revised (WISC-R) to provide school psychologists with a more valid measure of a child's intelligence in so far as inclusion of contemporary test items. Since the revision of the WISC, school psychologists have been faced with the problem of comparing scores of the old and revised tests. Few studies have been published giving data which will aid the psychologist in comparing previously administered WISC scores with presently administered WISC-R scores. This information is particularly important in the reevaluation of students currently in special education programs.

Current research suggests that there are diverse opinions about the use of the WISC and WISC-R Intelligence scales. Children who have been given both the WISC and WISC-R have been found to have had significantly conflicting IQ scores. The purpose of this study then, is to make a comparison of recent research (1977-1979) relative to the administration of the scaled scores of the Wechsler Intelligence Scale for Children (WISC) and the Wechsler Intelligence Scale for Children-Revised (WISC-R).

PROCEDURE. Recent research relative to the comparable use of the WISC and WISC-R during the years 1977-1979 was examined. The Verbal Performance and Full Scale IQ differences were examined. Specific implications on both the WISC and WISC-R for test interpretations were also examined.

FINDINGS. This research showed significant differences exist between the WISC and WISC-R tests; this review of research yields significant implications for the school psychologist.

According to the research examined, it is clear that the younger the student is, the greater the score discrepancy. The ability level of the student has a significant effect on the difference in scores between the two tests. The research indicates that the WISC scores are significantly higher than the WISC-R scores, especially for EMR children. The more mentally deficient the child is, the greater the difference in scores. Research further indicates that this difference, due to ability level, decreases with age. The counterbalanced method of test order is an appropriate method to use in order to fully evaluate these differences. The use of this method will decrease the effects of such variables as practice effects and test learning.

CONCLUSIONS AND RECOMMENDATIONS. The use of the WISC-R may have interesting effects on special education programs and placement decisions. Based on research indicating that significantly lower scores are obtained on the WISC-R, when using the WISC-R, the number of children eligible for learning disabilities programs will decrease. It follows, then, that when using the WISC-R with educationally mentally impaired children, the number classified will definitely increase. These findings imply that school psychologists need to use other cognitive evaluations together with the WISC-R when deciding placement, especially when the WISC was used in a previous evaluation. The lower IQ scores on the WISC-R do not reflect negatively on the WISC-R, but do denote the influence of different norm groups.

In general, the writers recommend that further research, based upon wider sampling procedures of older children, needs to be initiated.

Weschler, Sister Mary Alice, S.B.S., M.S. in Ed., August, 1980

IMPROVING VOCABULARY WITH THE SECOND GRADE NAVAJO STUDENTS (81 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The purpose of this study was to determine if the vocabulary of the second grade Navajo Indian student between the ages of six and nine could be increased after being exposed to a vocabulary developmental/enrichment period each school day for four months.

PROCEDURE. This study progressed as an action research project. A review of literature was undertaken to acquire background information concerning the problems a teacher must consider when teaching children of a bilingual/bicultural background to read.

Twenty-eight second graders of Saint Michael Indian School on the Navajo Indian Reservation in St. Michaels, Arizona were the participants in this study. This project involved Navajo Indian students.

A pre-test was administered in September, 1979. The vocabulary developmental/enrichment program went from October 1, 1979 to January 31, 1980. In early February, 1980 a post-test was administered to the children.

FINDINGS. After participating in a planned program for developing and/or enriching their vocabulary, 74.07% of the children showed a gain in their Raw Scores; 78% showed a gain in their Mental Age Scores. Not only did they show a growth in their vocabulary, but after implementing Paulo Freire's problem solving approach the children manifested more pride in their cultural background and a growth in their written and oral skills.

CONCLUSIONS AND RECOMMENDATIONS. There were two principal findings;

1) Following their participation in a vocabulary developmental/enrichment program, the children manifested an improvement in their Raw Scores and Mental Age Scores when comparing the pre-test with the post-test.

2) There was also a change in the writer's teaching and in the writer's appreciation for the Navajo culture after implementing Freire's problem solving approach.

Recommendations which could be used to develop and/or enrich the vocabulary of bilingual/bicultural students are:

1) To implement this program for an entire year;

2) To implement the Language Experience Approach;
3) To allow time each day for Uninterrupted Sustained Silent Reading; and
4) To use a Read-Along program which is beneficial for children who learn auditorily.

White, Nancy A., M.S. in Ed., August, 1976

VISUAL PERCEPTION TRAINING FOR KINDERGARTEN CHILDREN (89 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The purpose of the project was to examine the effectiveness of visual perception training as a method to increase the development of pre-reading skills. An evaluation was done of the practical aspects of such training.

Answers were sought to the following questions: Is visual perception training an effective method to increase the pre-reading skills of kindergarten children? Is it possible for the children to be successful in the beginning stages of various parts of the training? Do the children react positively to such training?

PROCEDURE. A descriptive approach to the problem was used with the basic research for this study accomplished through a search of the related literature in the field of reading and visual perception. In addition, six months were spent using visual perception activities with six kindergarten students during the 1975-76 school year at Brantwood Elementary School in Mad River Township.

The project dealt with the perceptual skills of visual motor association, visual descrimination, figure-ground differentiation, visual memory and visual-motor fine-muscle coordination.

FINDINGS. Visual perception is related to success in beginning reading and is more significantly related to primary reading than is intelligence. Visual perception activities are a part of the regular kindergarten program but may need to be used in a more concentrated effort with some children.

The kindergarten children in this project had a deficiency in language skills which made work in other areas difficult. The teacher spent much time adapting activities to a level at which the children could find initial success.

Non-verbal tests do not show many of the improvements gained by these children. Their greater attention span and basic motor skill, such as holding a pencil and finding their place in a test booklet, do not show up on test scores. The perception training helped the children to perceive things but not to reproduce them.

CONCLUSIONS AND RECOMMENDATIONS. Care should be made in selection of non-verbal tests for very young children. Care should also be made to assure the child success in any activity before advancing to those that are more difficult. A follow-up study should be done with those children who received concentrated visual training and those who were in the regular kindergarten program to find if any differences occur in the reading achievement at the end of first grade.

A transition class between kindergarten and first grade should be instituted for those children not yet ready for first grade, but who do not need another full year of kindergarten.

Woodyard, Shirley J., M.S. in Ed., July, 1977

PLANNING AND IMPLEMENTING A LIBRARY-CENTERED INDIVIDUALIZED READING PROGRAM FOR INTERMEDIATE ABOVE-AVERAGE STUDENTS (103 pp.)

Faculty Adviser: Gordon S. Anderson, Ed.D.

PROBLEM. One of the greatest "retardations" among school children today is found among the high average to brilliant pupils. These students are "retarded" by the slower pupils by constantly having to wait until the slower ones catch up. These pupils are also being neglected in regard to materials comprised for them and monies and time spent in educating them.

The purpose of this project was to design and field-test an individualized, library-centered reading program which would challenge the needs of the high average to brilliant pupils in the intermediate level.

PROCEDURE. An action research approach to the problem was used with a review of related literature centered around research in the areas of individualized instruction for the gifted, and how individualized instruction could be correlated with a library-centered reading program.

A fifth grade group of twenty-five students were used as subjects of this research. The major goals of this reading program were directed toward promoting growth in vocabulary, word study skills, and comprehension, and also promoting a positive attitude toward reading, and an appreciation and use of the library.

All efforts were directed toward meeting the individual needs of each child by planning an individual library-centered reading program with each student, showing him how to check his plan, helping him raise his standard of reading, guiding his choice of reading, teaching him higher-level skills of locating information from the library, critical reading, and interpretation and appreciation of literature, and showing him worthwhile and interesting means of sharing reading experiences.

FINDINGS. Positive results in reading were observed in both the cognitive and affective domains according to the Stanford Achievement Test (Vocabulary, Comprehension, and Word Study Subtests), two library skills tests, the San Diego Inventory of Reading Attitude, and a library questionnaire. The scores showed significantly a more positive attitude toward reading and also toward the use and appreciation of the school library and its services.

CONCLUSIONS AND RECOMMENDATIONS. It is felt that the major reasons for the success of this reading program can be attributed to the students' self-selection of reading material in their own fields of interest combined with the fact that they could proceed at their own pace.

It is imperative that any teacher implementing such a reading program takes into consideration and becomes familiar with the library materials available, the willingness of the school librarian to cooperate, and the capabilities of the children involved. The teacher must also constantly attempt to develop and create the potential interests of the children so that new worlds are opened to them through their experiences in the library.

Wright, Esther F., M.S. in Ed., July, 1977

APPRAISING TEACHER INFLUENCE IN CLASSROOM DISCUSSION (138 pp.)

Faculty Adviser: Simon J. Chavez, D.Ed.

PROBLEM. The teacher needs to be aware of the ways he influences and affects his students. One way to achieve this awareness is through self-appraisal projects using an observation system which provides relatively objective data for the teacher to examine. Analysis then shows whether or not different types of influence are being used in the manner that the teacher intended. Subsequent practice and experimentation can then lead to increased teaching effectiveness.

The problem selected for this project was to examine and to analyze the writer's verbal teaching behavior and student response in a series of discussions. Special effort was made to accept, to clarify, and to use students' ideas in the discussions. In addition, examination was made of the types of teacher questions asked.

PROCEDURE. A descriptive approach to the problem was used, with basic research for this study accomplished through a search of related literature concerning Flander's Interaction Analysis System and the use of questioning in the classroom. Discussions involving a total of twenty-one L.D. students, ages ten through thirteen, in groups of three to six, were audio-taped in the two-part study. During the first part of the study, in the winter and spring of 1976, audio-tapes were analyzed using Flander's Interaction Analysis System and Esther Minskoff's variation of James Gallagher's question classification system. During the second part of the study, in the late spring of 1977, the audio-tapes were analyzed using Flander's Interaction Analysis System and Russell Enokson's question classification system, which combines aspects of Gallagher's system and Bloom's Taxonomy. Flander's Category 3, the teacher's use and extension of students' ideas, was subscribed or analyzed in terms of four sub-categories: 1) brief acknowledgments or summaries of ideas; 2) students' ideas developed by clarification, by showing relationships, or by applications to problem-solving situations; 3) comparison of one pupil's ideas with another's; and 4) asking questions based upon student ideas.

FINDINGS. As the study progressed, 1) the amount of student response increased; 2) the amount of teacher talk decreased; 3) increasing amounts of teacher talk consisted of Category 3, accepting and using students' ideas; and 4) the number of high-level teacher questions increased. High-level was defined as questions whose answers required thinking above the recall level.

CONCLUSIONS AND RECOMMENDATIONS. More practice in comparing one student's ideas with another's is indicated for the writer. Continued analysis of the types of questions asked and additional practice in the use of high-level questions are also indicated. The writer recommends that: 1) teachers engage in self-appraisal projects, with a partner when appropriate, using some means of assessing teacher-student interaction objectively and 2) teachers adapt basic assessment tools or methods to meet specific personal objectives whenever proficiency or need so indicate.

Young, Carole A., M.S. in Ed., July, 1978

SEX DIFFERENCES IN LEARNING TO READ (66 pp.)

Faculty Adviser: Rita E. Klosterman, Ph.D.

PROBLEM. The writer was interested and concerned in discovering and utilizing a creative method for teaching reading. The method that offered an unlimited opportunity for creative development was the language approach to reading.

The intent of this project was to determine the reading achievement of first grade pupils when grouped according to sex.

PROCEDURE. An experimental action approach to the problem was used with a total classroom population of nineteen first grade pupils at Westwood Elementary School in Lima, Ohio. The investigation was conducted over a period of six months, beginning in September and ending in March of the 1977-78 school year. The subjects included ten boys and nine girls, whose ages ranged from six to seven years. Their I.Q.'s ranged from 105 to 115.

FINDINGS. Research indicated that since the thirties, educators have focused their attentions on sex differences in reading performances. The findings indicated that in reading, girls have always progressed at a faster rate than boys until about the sixth grade.

By using experience-stories, language-experience, and basal reader approaches, the class was divided into two reading groups: boys (who learned through boys' interests) and girls (who learned through girls' interests).

The results of the Wide Range Achievement Test for boys were: Mean Grade Equivalence - Pre-test: 1.63, Post-test: 3.91; Average Percentile - Pre-test: 67, Post-test: 92; Average Normal Curve Equivalence - Pre-test: 60.3, Post-test: 85.5; and Average Growth in Normal Curve Equivalence: +22.5.

The girls' results were: Mean Grade Equivalence - Pre-test: 1.74, Post-test: 3.8; Average Percentile - Pre-test: 71, Post-test: 96; Average Normal Curve Equivalence - Pre-test: 64.5, Post-test: 94.7; and Average Growth in Normal Curve Equivalence: +30.2.

The results of the Stanford Achievement Test, Primary Level I end of year scores for boys were: Vocabulary: Average Grade Equivalent - 3.24; Average Percentile - 84; Average Normal Curve Equivalent - 70.48; Word Study Skills: Average Grade Equivalent - 3.68; Average Percentile - 85; Average Normal Curve Equivalent - 77.1; Total Reading: Average Grade Equivalent - 3.46; Average Percentile - 83; and Normal Curve Equivalent - 75.2.

The girls' results were; Vocabulary: Average Grade Equivalent - 3.12; Average Percentile - 80; Average Normal Curve Equivalent - 73.2; Word Study Skills: Average Grade Equivalent - 3.71; Average Percentile - 87; Average Normal Curve Equivalent - 77.1; Total Reading: Average Grade Equivalent - 3.57; Average Percentile - 87; and Normal Curve Equivalent - 78.6.

CONCLUSIONS AND RECOMMENDATIONS. The writer would be in favor of separating the boys and girls in reading according to sex. The boys gained in self-confidence and personal language development. Growth was also shown in: Recognition Practice, Linguistic Elements, Decoding Practice, and Comprehension Practice.

The writer would recommend this type of program be used in a first grade classroom as positive attitudes were evidenced in the children and the teacher.

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